

**Replies to initial written questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2018-19**

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

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EDB328	4627	CHEUNG Chiu-hung, Fernando	156	Secondary Education
EDB329	4628	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB330	4629	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB331	4630	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB332	4631	CHEUNG Chiu-hung, Fernando	156	Secondary Education

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EDB333	4632	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB334	4633	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB335	4634	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB336	4635	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB337	4636	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB338	4637	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Policy and Support
EDB339	4638	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB340	4639	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB341	4640	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB342	4641	CHEUNG Chiu-hung, Fernando	156	Secondary Education
EDB343	4642	CHEUNG Chiu-hung, Fernando	156	Post-secondary, Vocational and Professional Education
EDB344	4643	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB345	4644	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB346	4645	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB347	4646	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB348	4647	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB349	4648	CHEUNG Chiu-hung, Fernando	156	Secondary Education
EDB350	4649	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB351	4650	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB352	4651	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB353	4652	CHEUNG Chiu-hung, Fernando	156	
EDB354	4653	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB355	4654	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB356	4655	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB357	4656	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB358	4657	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education

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EDB359	4658	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB360	4659	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB361	4660	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB362	4661	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB363	4775	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB364	4776	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB365	4777	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB366	4778	CHEUNG Chiu-hung, Fernando	156	Post-secondary, Vocational and Professional Education
EDB367	4779	CHEUNG Chiu-hung, Fernando	156	Primary Education
EDB368	4780	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB369	4781	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB370	4782	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB371	4783	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB372	4784	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB373	4785	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB374	4786	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB375	4787	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB376	4790	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education Primary Education Secondary Education Special Education Post-secondary, Vocational and Professional Education
EDB377	4791	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB378	4792	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB379	4793	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education

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				Special Education
EDB380	4794	CHEUNG Chiu-hung, Fernando	156	
EDB381	4795	CHEUNG Chiu-hung, Fernando	156	Post-secondary, Vocational and Professional Education
EDB382	4796	CHEUNG Chiu-hung, Fernando	156	Director of Bureau's Office
EDB383	4797	CHEUNG Chiu-hung, Fernando	156	
EDB384	4798	CHEUNG Chiu-hung, Fernando	156	Post-secondary, Vocational and Professional Education
EDB385	4799	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB386	4802	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB387	4803	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB388	4804	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB389	4805	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB390	4806	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB391	4807	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB392	4808	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB393	4809	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB394	4810	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB395	4811	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB396	4812	CHEUNG Chiu-hung, Fernando	156	
EDB397	4813	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB398	4814	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB399	4815	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB400	4816	CHEUNG Chiu-hung, Fernando	156	
EDB401	4817	CHEUNG Chiu-hung, Fernando	156	
EDB402	4818	CHEUNG Chiu-hung, Fernando	156	
EDB403	4819	CHEUNG Chiu-hung, Fernando	156	
EDB404	4820	CHEUNG Chiu-hung, Fernando	156	
EDB405	4877	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB406	6179	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB407	6363	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB408	6373	CHEUNG Chiu-hung, Fernando	156	Director of Bureau's Office
EDB409	5098	CHU Hoi-dick	156	
EDB410	5087	HO Kai-ming	156	Primary Education
EDB411	5088	HO Kai-ming	156	Secondary Education
EDB412	5089	HO Kai-ming	156	Primary Education Secondary Education
EDB413	5126	IP Kin-yuen	156	Policy and Support
EDB414	5130	IP Kin-yuen	156	
EDB415	5139	IP Kin-yuen	156	Secondary Education

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EDB416	5274	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
EDB417	5282	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
EDB418	5304	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
EDB419	5356	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB420	5367	IP Kin-yuen	156	Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
EDB421	5443	IP Kin-yuen	156	Other Educational Services and Subsidies Policy and Support
EDB422	5462	IP Kin-yuen	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Post-secondary, Vocational and Professional Education
EDB423	5466	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB424	5471	IP Kin-yuen	156	Secondary Education
EDB425	5491	IP Kin-yuen	156	Secondary Education
EDB426	5493	IP Kin-yuen	156	Primary Education Secondary Education
EDB427	5495	IP Kin-yuen	156	
EDB428	5497	IP Kin-yuen	156	Policy and Support
EDB429	5504	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB430	5505	IP Kin-yuen	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
EDB431	5507	IP Kin-yuen	156	Primary Education Secondary Education
EDB432	5509	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB433	5517	IP Kin-yuen	156	Primary Education Secondary Education

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				Special Education
EDB434	5728	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB435	5843	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB436	5849	IP Kin-yuen	156	Secondary Education
EDB437	5861	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB438	5884	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB439	5889	IP Kin-yuen	156	Primary Education Secondary Education
EDB440	5892	IP Kin-yuen	156	Pre-primary Education Primary Education Secondary Education
EDB441	5894	IP Kin-yuen	156	Pre-primary Education Other Educational Services and Subsidies Policy and Support
EDB442	5945	IP Kin-yuen	156	
EDB443	5970	IP Kin-yuen	156	
EDB444	6010	IP Kin-yuen	156	
EDB445	6034	IP Kin-yuen	156	
EDB446	6121	IP Kin-yuen	156	Special Education
EDB447	6135	IP Kin-yuen	156	Special Education
EDB448	6146	IP Kin-yuen	156	Pre-primary Education
EDB449	4221	KWOK Ka-ki	156	Primary Education
EDB450	4222	KWOK Ka-ki	156	Other Educational Services and Subsidies
EDB451	4296	KWOK Ka-ki	156	Other Educational Services and Subsidies
EDB452	4315	KWOK Ka-ki	156	Policy and Support
EDB453	4325	KWOK Ka-ki	156	Primary Education Secondary Education
EDB454	4326	KWOK Ka-ki	156	Post-secondary, Vocational and Professional Education
EDB455	4329	KWOK Ka-ki	156	Primary Education Secondary Education
EDB456	4351	KWOK Ka-ki	156	Primary Education Secondary Education

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				Special Education Post-secondary, Vocational and Professional Education
EDB457	4352	KWOK Ka-ki	156	Primary Education Secondary Education Special Education
EDB458	5950	KWOK Wing-hang, Dennis	156	Primary Education Secondary Education
EDB459	5951	KWOK Wing-hang, Dennis	156	Primary Education Secondary Education
EDB460	5952	KWOK Wing-hang, Dennis	156	Primary Education Secondary Education Special Education
EDB461	5957	KWOK Wing-hang, Dennis	156	Primary Education Secondary Education
EDB462	6017	KWOK Wing-hang, Dennis	156	
EDB463	6024	KWOK Wing-hang, Dennis	156	Primary Education Secondary Education
EDB464	6026	KWOK Wing-hang, Dennis	156	Other Educational Services and Subsidies
EDB465	6027	KWOK Wing-hang, Dennis	156	Primary Education Secondary Education
EDB466	5117	LAU Kwok-fan	156	Other Educational Services and Subsidies
EDB467	6334	LEUNG Mei-fun, Priscilla	156	Primary Education
EDB468	4153	LEUNG Yiu-chung	156	
EDB469	4173	LEUNG Yiu-chung	156	Director of Bureau's Office Pre-primary Education Primary Education Secondary Education Special Education Other Educational Services and Subsidies Post-secondary, Vocational and Professional Education Policy and Support
EDB470	4178	LEUNG Yiu-chung	156	Pre-primary Education Primary Education Secondary Education Special Education Other Educational Services and Subsidies Post-secondary, Vocational and Professional Education Policy and Support
EDB471	4179	LEUNG Yiu-chung	156	
EDB472	5409	MA Fung-kwok	156	Secondary Education
EDB473	5410	MA Fung-kwok	156	Secondary Education
EDB474	5411	MA Fung-kwok	156	Primary Education

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				Secondary Education
EDB475	5412	MA Fung-kwok	156	Pre-primary Education Primary Education Secondary Education
EDB476	5413	MA Fung-kwok	156	Primary Education Secondary Education
EDB477	5414	MA Fung-kwok	156	Policy and Support
EDB478	5416	MA Fung-kwok	156	Director of Bureau's Office
EDB479	6032	MO Claudia	156	Pre-primary Education Primary Education Secondary Education
EDB480	5737	MOK Charles Peter	156	Post-secondary, Vocational and Professional Education
EDB481	5738	MOK Charles Peter	156	Policy and Support
EDB482	5739	MOK Charles Peter	156	Other Educational Services and Subsidies
EDB483	5740	MOK Charles Peter	156	Secondary Education
EDB484	5741	MOK Charles Peter	156	Secondary Education
EDB485	4000	SHIU Ka-chun	156	Secondary Education
EDB486	5205	TAM Man-ho, Jeremy	156	Secondary Education
EDB487	5255	TAM Man-ho, Jeremy	156	Other Educational Services and Subsidies
EDB488	5496	WU Chi-wai	156	Other Educational Services and Subsidies
EDB489	5498	WU Chi-wai	156	Pre-primary Education
EDB490	5503	WU Chi-wai	156	Primary Education Special Education
EDB491	5506	WU Chi-wai	156	Policy and Support
WFSFAA				
EDB492	5315	CHAN Hak-kan	173	Student Assistance Scheme
EDB493	5545	CHAN Tanya	173	Student Assistance Scheme
EDB494	5550	CHAN Tanya	173	Student Assistance Scheme
EDB495	4486	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB496	4896	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB497	4900	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB498	6152	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB499	6361	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB500	4209	KWOK Ka-ki	173	Student Assistance Scheme
EDB501	4316	KWOK Ka-ki	173	Student Assistance Scheme
EDB502	4163	LEUNG Yiu-chung	173	Student Assistance Scheme Working Family Allowance
EDB503	5303	YEUNG Alvin	173	Student Assistance Scheme

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
UGC				
EDB504	5539	CHAN Tanya	190	University Grants Committee
EDB505	5551	CHAN Tanya	190	University Grants Committee
EDB506	5552	CHAN Tanya	190	University Grants Committee
EDB507	5553	CHAN Tanya	190	University Grants Committee
EDB508	5554	CHAN Tanya	190	University Grants Committee
EDB509	5555	CHAN Tanya	190	University Grants Committee
EDB510	5556	CHAN Tanya	190	University Grants Committee
EDB511	5557	CHAN Tanya	190	University Grants Committee
EDB512	5558	CHAN Tanya	190	University Grants Committee
EDB513	5559	CHAN Tanya	190	University Grants Committee
EDB514	5560	CHAN Tanya	190	University Grants Committee
EDB515	5561	CHAN Tanya	190	University Grants Committee
EDB516	4489	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB517	4494	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB518	4495	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB519	4574	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB520	5341	HUI Chi-fung	190	University Grants Committee
EDB521	5124	IP Kin-yuen	190	University Grants Committee
EDB522	5125	IP Kin-yuen	190	University Grants Committee
EDB523	5127	IP Kin-yuen	190	University Grants Committee
EDB524	5310	IP Kin-yuen	190	University Grants Committee
EDB525	4327	KWOK Ka-ki	190	University Grants Committee
EDB526	5956	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB527	6022	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB528	6023	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB529	4167	LEUNG Yiu-chung	190	University Grants Committee
EDB530	5415	MA Fung-kwok	190	University Grants Committee
EDB531	5887	MO Claudia	190	University Grants Committee
EDB532	5734	MOK Charles Peter	190	University Grants Committee
EDB533	5745	MOK Charles Peter	190	University Grants Committee
EDB534	5206	TAM Man-ho, Jeremy	190	University Grants Committee

CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 1578)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 Government 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 2018-19?
- (2) In its reply 2016, the Government informed this Committee that the contract sum on TSA under the 2015-18 contract was \$296 million and the average expenditure per year was \$74 million. Is the expenditure relating to the Basic Competency Assessment 2018 covered by this contract? If yes, what is the 2018-19 expenditure for the Basic Competency Assessment 2018 under this contract?
- (3) If the 2018-19 expenditure for the Basic Competency Assessment 2018 is not covered by the 2015-18 contract for TSA, what are the operational expenses relating to the Basic Competency Assessment 2018 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 2018-19?
- (5) Regarding the net increase of 61 posts in 2018-19, what are the post titles, responsibilities and annual expenditure on emoluments?

Asked by: Hon CHAN Chi-chuen (Member Question No. (LegCo use): 1)

Reply:

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

(2) & (3) The expenditure on the BCA project in 2018 has been included in the 2015-18 contract signed between the EDB and the Hong Kong Examinations and Assessment Authority. In 2018, the expenditure of the said contract is around \$72 million.

(4) The annual salary for Deputy Secretary for Education (5) (DS(Ed)5) is \$2.43 million.^{Notes 1 and 2}

(5) The increase of 61 posts under Programme (8) in 2018-19 is the net result of the planned creation of 69 posts and planned deletion of 8 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	1.39
Education Officer (Administration)	5	4.95
Assistant Education Officer (Administration)	8	5.12
Principal Inspector	1	1.39
Senior Inspector	2	2.24
Inspector (Graduate)	7	6.33
Assistant Inspector (Graduate)	2	1.34
Senior Building Services Engineer	1	1.39
Building Services Engineer	1	0.75
Assistant Building Services Inspector	1	0.42
Senior Survey Officer	1	0.58
Survey Officer	1	0.27
Clerk of Works	1	0.67
Assistant Clerk of Works	1	0.42
Works Supervisor I	3	1.04
Senior Maintenance Surveyor	1	1.39
Maintenance Surveyor	1	0.95

Analyst/Programmer I	2	1.47
Analyst/Programmer II	6	2.92
Computer Operator II	2	0.45
Senior Executive Officer	1	0.99
Executive Officer I	1	0.73
Executive Officer II	3	1.46
Accounting Officer II	1	0.46
Clerical Officer	4	1.68
Assistant Clerical Officer	7	1.84
Clerical Assistant	2	0.41
Confidential Assistant	1	0.31
Workman II	1	0.16
Sub-total (A):	69	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Annual Salary</u> ^{Note 1} <u>(\$million)</u>
Senior Education Officer (Administration)	-1	1.39
Education Officer (Administration)	-1	0.99
Education Assistant	-1	0.61
Works Supervisor II	-2	0.56
Executive Officer I	-1	0.73
Clerical Officer	-1	0.42
Assistant Clerical Officer	-1	0.26
Sub-total (B):	-8	
Net Total [(A)+(B)]:	61	

The 61 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. 1594)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 187 of the Budget that the Government will pay “the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination, involving an expenditure of about \$180 million.” Would the Administration advise this Committee of the following:

- (1) Will such fees be paid by the Education Bureau to the Hong Kong Examinations and Assessment Authority?
- (2) How are the estimated examination fees of \$180 million calculated and what will be the number of beneficiaries?

Asked by: Hon CHAN Chi-chuen (Member Question No. (LegCo use): 19)

Reply:

(1) and (2)

As announced in the 2018-19 Budget, the Government will pay the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education (HKDSE) Examination. This one-off concessionary measure will be applicable to school candidates sitting for the 2019 HKDSE Examination. The candidates must be studying at the registered schools approved for participation in the 2019 HKDSE Examination and be entered for the 2019 HKDSE Examination through their schools (including first-time candidates and candidates who repeat the senior secondary curriculum in day schools and evening schools). The Government will pay the examination fees to the Hong Kong Examinations and Assessment Authority for eligible candidates. The estimated expenditure is based roughly on HKDSE examination fees and previous numbers of candidates. With reference to the previous numbers of HKDSE Examination candidates, we estimate that about 50 000 school candidates will benefit.

- End -

CONTROLLING OFFICER'S REPLY**EDB003****(Question Serial No. 1959)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the average daily number of students crossing the boundary to attend school in Hong Kong in each of the past 5 years with a breakdown by kindergarten, primary and secondary students.

Asked by: Hon CHAN Hak-kan (Member Question No. (LegCo use): 49)Reply:

The Education Bureau does not collect the number of students crossing the boundary to attend school on a daily basis, and hence is unable to provide the requested information. However, according to the annual surveys conducted on the number of cross-boundary students, the number of cross-boundary students in kindergartens, primary and secondary schools from the 2013/14 to 2017/18 school years is tabulated below:

School Level	School Year				
	2013/14	2014/15	2015/16	2016/17	2017/18
Kindergarten (including kindergarten-cum-child care centre)	9 286	10 364	10 407	7 846	4 610
Primary School	9 081	11 774	14 567	17 458	19 215
Secondary School	2 504	2 852	3 132	3 355	4 084

- 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 across the boundary. The survey of the 2013/14 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB004

(Question Serial No. 0722)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the number of visits made by the Education Bureau's vehicles to the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region in the past 5 years.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 14)

Reply:

The Secretary for Education (SED) and the staff of the Office of SED routinely use office vehicles to get to various destinations to attend official functions, etc. according to operational needs. A large number of trip records are involved. The Education Bureau has not compiled a breakdown of such trip records by destination.

- End -

CONTROLLING OFFICER'S REPLY

EDB005

(Question Serial No. 1020)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please set out in table form the following information on research projects from 2006 to 2017 related to ethnic minorities and/or non-Chinese speaking students for which public funds had been allocated, e.g. by the University Grants Committee, Education Bureau, Standing Committee on Language Education and Research (SCOLAR) and Quality Education Fund (QEF):

- a. funding body;
- b. title of research;
- c. name of institution(s) and/or investigator(s);
- d. amount of funding for each research project;
- e. start date
- f. progress of research (under planning/in progress/completed date)
- g. Administration's follow-up to the research report and the progress (if any)
- h. For completed research, have the executive summary/full report been made publicly available; if yes, through which channels; if no, explain why.
- i. measures taken to safeguard against misuse of research funding

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 26)

Reply:

Information on research projects related to ethnic minorities and/or non-Chinese speaking students for which public funds had been allocated in the past 5 years (Note) is set out at the Annex.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
Research Grants Council (RGC)	The Rise of Madrasah Education in Hong Kong: Exploring the Change of Learning under Integrated Education for Muslim Minorities	The Education University of Hong Kong	505,726	December 2013	Completed (May 2016)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	Representation of ethnic and religious minorities in school textbooks: Aligning multiculturalism and Liberal Studies	The University of Hong Kong	266,000	December 2013	Completed (December 2015)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
RGC	Second Language(s) Learning Motivation and Identity Construction of Ethnic Minority Students in Hong Kong: A Multi-level Investigation	The Chinese University of Hong Kong	368,500	January 2014	Completed (August 2016)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	"Neither Immigrants nor Citizens": Constructing Citizenship Values in a Transnational Context for Hong Kong's Ethnic Minority Students	The Education University of Hong Kong	756,988	January 2015	In progress	Not applicable	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
RGC	Using genre-based approach to enhance Chinese written composition performance by ethnic minority students	The University of Hong Kong	436,316	July 2015	Completed (June 2016)	Not applicable	Summary of the completed report has been made available at RGC's website for public information.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	The role of orthographic knowledge in Chinese character learning amongst Hong Kong ethnic minority students	The University of Hong Kong	610,988	September 2015	In progress	Not applicable	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
RGC	Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese students in Primary Schools	The University of Hong Kong	308,932	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	A Study of Ethnic Economy of Disadvantaged Ethnic Minorities in Hong Kong: Exploring Experiences in the Process of Social Integration	Caritas Institute of Higher Education	549,734.50 (including 15% on-cost)	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
Standing Committee on Language Education and Research (SCOLAR)	An Online Reading Platform for Learning Chinese as Secondary Language	Caritas Institute of Higher Education/ Prof. HO Man-koon	2,178,100	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	An investigation of strategies and methods in learning Chinese vocabulary by Non-Chinese speaking students in Hong Kong	City University of Hong Kong/ Dr. Bin LI	860,294	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	From Speech to Spelling: Improving Chinese Proficiency of Non-Chinese Speaking Students through Cantonese Speech Learning	The Chinese University of Hong Kong/ Dr. MOK Peggy Pik-ki	1,244,281	January 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
SCOLAR	Using supplementary materials to enhance Primary 6 Non-Chinese students' Chinese ability: An action research	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University/ Dr. LEUNG Wai-mun	333,732	February 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	A Mobile, Personal Reading Tutor for Learners of Chinese	City University of Hong Kong/ Dr. LEE, John Sie-yuen	922,680	February 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	Dialogical reading programme on Chinese language and emergent literacy learning in ethnic minority preschool children in Hong Kong	The Education University of Hong Kong/ Dr. ZHOU Yan-ling	1,387,800	February 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
SCOLAR	The acquisition of Cantonese vowels and intonation by India-Urdu students at Hong Kong primary and secondary schools	The Hong Kong Polytechnic University/ Dr. LIU Yi	493,350	June 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.
SCOLAR	Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools	The University of Hong Kong/ Dr. LOH Ka-yee Elizabeth	8,780,000	June 2016	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
RGC	Toward an Ethnic Cultural Citizenship: A Cultural Indicator and Mapping Study of Popular Arts Participation among South and South East Asian Youth in Hong Kong	Hong Kong Baptist University	208,620	January 2017	In progress	Not applicable	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.
RGC	Representation of ethnic and religious minorities in textbooks: Multiculturalism across Hong Kong schools' curriculum	The University of Hong Kong	363,637	January 2017	In progress	Not applicable	Not applicable. The research project has yet to complete.	Institution and researcher must abide by the guidelines on disbursement, accounting and monitoring arrangements of related RGC's competitive research funding scheme; and submit a financial statement to the RGC for review after project completion.

Funding body	Title of research	Name of institution and/or investigator	Amount of funding for each research project (\$)	Start date	Progress of research (under planning/in progress/completion date)	The Administration's follow-ups to the research reports and the progress (if any)	For completed research projects, have the executive summaries/full reports been made publicly available? If yes, through which channels? If no, why?	What measures have been taken to safeguard against misuse of research funding?
Quality Education Fund Secretariat	QEF Thematic Network on Utilising "Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong" for Effective Chinese	Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong	1,501,000	September 2017	In progress	Not applicable	Not applicable. The research project has yet to complete.	All eligible funding applications were given to the relevant vetting committees for assessment. Grantees of the approved projects will have to submit audit reports as and when required to ensure good use of the grants awarded.

Note: As a general practice and to ensure timely and quality response to Members' questions, we only provide budget-related information for up to 5 years.

- End -

CONTROLLING OFFICER'S REPLY**EDB006****(Question Serial No. 1021)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

- (1) Using the table below, the number of all Form 6 students, the number of Form 6 non-Chinese speaking (NCS) students, the number of all Form 6 students sitting for HKDSE, the number of Form 6 NCS students sitting for HKDSE, the number of all Form 6 students sitting for HKDSE Chinese Exam, and the number of Form 6 NCS students sitting for HKDSE Chinese Exam for the year 2014/15, 2015/16 and 2016/17:

	No. of all F6 students	No. of F6 NCS students	No. of all F6 students sitting for DSE	No. of F6 NCS students sitting for DSE	No. of all F6 students sitting for DSE Chinese Exam	No. of F6 NCS students sitting for DSE Chinese Exam
2014/15						
2015/16						
2016/17						

- (2) The number of day students earning these grades (U, 1, 2, 3, 4, 5, 5*, 5**) among Form 6 students sitting for DSE Chinese Exam:

	Number of all students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2014/15								
2015/16								
2016/17								

	Number of ethnic minority students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2014/15								
2015/16								
2016/17								

	Number of NCS students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2014/15								
2015/16								
2016/17								

- (3) Number of day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2014/15, 2015/16, 2016/17 and 2017/18;
- (4) Number of NCS day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2014/15, 2015/16, 2016/17 and 2017/18;
- (5) Number of ethnic minority day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2014/15, 2015/16, 2016/17 and 2017/18;
- (6) Number of NCS day school candidates obtained level 2 or above in five subjects in 2014/15, 2015/16, 2016/17 and 2017/18;
- (7) Number of ethnic minority EM day school candidates obtained level 2 or above in five subjects in 2014/15, 2015/16, 2016/17 and 2017/18;

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 27)

Reply:

- (1) The number of day school students and non-Chinese speaking (NCS) students attending Secondary (S) 6 in public sector and Direct Subsidy Scheme (DSS) schools offering the local curriculum, sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination and the HKDSE (Chinese Language) Examination in the 2014/15, 2015/16 and 2016/17 school years are as follows:

	Number of S6 students	Number of S6 NCS students	Number of S6 day school students sitting for the HKDSE Examination	Number of S6 NCS students sitting for the HKDSE Examination	Number of S6 day school students sitting for the HKDSE (Chinese Language) Examination	Number of S6 NCS students sitting for the HKDSE (Chinese Language) Examination
2014/15	61 639	930	60 969	821	60 114	95
2015/16	56 725	1 150	55 934	1 035	54 903	115
2016/17	51 844	1 186	51 008	1 062	49 868	104

- (2), (4) to (7) The number of day school students sitting for the HKDSE (Chinese Language) Examination and their levels attained in the 2014/15, 2015/16 and 2016/17 school years are tabulated below:

	Number of day school students attaining the following levels in the HKDSE (Chinese Language) Examination							
	U	1	2	3	4	5	5*	5**
2014/15	1 638	9 226	17 588	16 306	10 797	2 748	1 339	472
2015/16	1 281	6 844	16 382	14 964	10 301	3 039	1 578	514
2016/17	1 180	5 739	15 028	13 939	9 375	2 822	1 318	467

For the planning of education support measures, whether students' spoken language at home is Chinese, rather than their ethnicity, is our concern. In 2015, 2016 and 2017, among the NCS students attending S6 in public sector and DSS schools offering the local curriculum and sitting for the HKDSE Examination, 220, 320 and 350 met the general entrance requirements of University Grants Committee (UGC)-funded undergraduate programmes in the respective years. Among the NCS students sitting for the HKDSE (Chinese Language) Examination, 21, 32 and 28 attained Level 3 or above, meeting the general entrance requirement of UGC-funded undergraduate programmes in respect of the Chinese Language subject. It is our established practice that the breakdown of the levels attained by individual groups of students will not be released to avoid any labelling effect and piece-meal interpretation or misinterpretation of the results.

- (3) The number of day school candidates attaining Level 2 or above in 5 subjects (including Chinese Language and English Language) of the HKDSE Examination in the 2014/15, 2015/16 and 2016/17 school years are tabulated below:

	Number of day school candidates	
	Attaining Level 2 or above in 5 Category A subjects/Attaining the result of "Attained" or above in Category B subjects (including Chinese Language and English	Attaining Level 2 or above in 5 Category A subjects (including Chinese Language and English Language)

	Language)	
2014/15	41 544	41 317
2015/16	39 019	38 790
2016/17	34 673	34 496

- End -

CONTROLLING OFFICER'S REPLY

EDB007

(Question Serial No. 1022)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the attendance of public examinations and other territory-wide examinations by non-Chinese speaking students (NCS), please provide information in the past 5 years (2012/13 to 2016/17 school years):

- (a) among the NCS students who have attended the Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students who sat for HKDSE Chinese Language exam;
- (b) the number of NCS students 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.
- (c) among the NCS students who have attended Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) TSA/BCA, the number of respective students who sat for P3, P6 and S3 TSA/BCA Chinese Language;
- (d) the number of dropped out Secondary 4 and Secondary 5 NCS students.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 107)

Reply:

- (a) & (b) There were 649, 829, 930, 1 150 and 1 186 non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum in 2013, 2014, 2015, 2016 and 2017 respectively, among which 568, 731, 830, 1 046 and 1 072 entered for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Out of these 568, 731, 830, 1 046 and 1 072 NCS students, 120, 113, 97, 116 and 106 entered for the HKDSE (Chinese Language) Examination respectively, among which 1, 2, 2, 1 and 2 were absent from the examination.

- (c) The number of NCS students participating in the Chinese Language assessment of the Territory-wide System Assessment (TSA) over the past 5 years is listed in the table below:

	School Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Primary 3					
Number of NCS students participating in the Chinese Language assessment ^{Note 3}	913	982	1 395	231 ^{Note 1}	1 532 ^{Note 2}
Primary 6					
Number of NCS students participating in the Chinese Language assessment ^{Note 3}	826	91	1 341	96	1 319
Secondary 3					
Number of NCS students participating in the Chinese Language assessment ^{Note 3}	410	430	1 400	1 321	1 373

Notes:

1. The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data are from some 50 participating schools.
2. The 2017 Primary 3 assessment was conducted in the form of the Basic Competency Assessment Research Study, which was extended to all primary schools in the territory.
3. These NCS students were those provided with facilitation measures according to their needs as requested by schools.

- (d) Under the existing mechanism, schools must report all students' non-attendance and departure cases to the Education Bureau (EDB). However, schools are not required to indicate whether the students involved are NCS students in their report to EDB. Besides, cases of students' departure involve different factors and some students would resume schooling later. Therefore, we cannot provide the information requested.

- End -

CONTROLLING OFFICER'S REPLY

EDB008

(Question Serial No. 2797)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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 2018-19, 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. (LegCo use): 50)

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 every school year. 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, economy, 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 and the expenditure involved over the past 5 years (2013-14, 2014-15, 2015-16, 2016-17 and 2017-18) are shown below:

Financial Year	Number of Students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students ^Δ	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
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	33 200	23 100	10.6	44.7	13.3
2017-18 ⁺	3 300	36 500	23 400	10.2	51.2	19.7

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

⁺ Provisional figures

^Δ Only data relating to the Mainland Experience Scheme for Post-secondary Students is included. There are other schemes that provide subsidies for students to join Mainland exchange programmes. As the scope of these subsidy schemes also covers exchange activities outside the Mainland, statistics only relevant to exchange activities in the Mainland are not available.

b) The estimated number of places to be offered to post-secondary, secondary and primary school students for receiving subsidies to join Mainland exchange programmes and the estimated expenditure for 2018-19 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
2018-19	3 300	63 500	45 400	10.0	80.0	34.8

- End -

CONTROLLING OFFICER'S REPLY

EDB009

(Question Serial No. 0461)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the estimated expenditures on the salaries and allowances of the Secretary for Education in 2018-19?

Asked by: Hon CHENG Chung-tai (Member Question No. (LegCo use): 6)

Reply:

For budgetary purposes, the estimate for the salary expenditure for the Secretary for Education in 2018-19 is around \$4 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 1824)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

While enabling kindergarten teachers to have more room for professional activities, enhancing the quality assurance framework, and strengthening the governance and monitoring of kindergartens, does the Bureau have any specific measures to help teachers relieve the stress arising from teaching and work? How will the Bureau ensure that the above objectives will not create excessive administrative work for teachers?

Asked by: Hon CHENG Chung-tai (Member Question No. (LegCo use): 29)

Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. Under the Scheme, the requirement in teacher-pupil ratio has been raised from 1:15 (including the principal) to 1:11 (principal not included), so that teachers could have more capacity to cater for the diverse needs of students, and engage in school-based curriculum development, lesson preparation, professional development activities and communication with parents, etc. Flexibility is allowed for KGs to employ additional teachers or senior teachers to meet school-based needs and release teachers for various professional development activities, provided that free half-day KG services or low fees for whole-day KG services could be provided. Besides, a supply teacher grant will be provided starting from the 2018/19 school year to facilitate KGs in arranging teachers to attend specified courses on catering for non-Chinese speaking students and students at risk of developmental delay.

On the enhancement of the Quality Assurance (QA) Framework, all KGs participating in the Scheme are subject to the QA Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau (EDB). Both SSE and QR are conducted on the basis of performance indicators (PIs). To enhance the quality of KG education, we have completed the refinement of PIs for further strengthening the QA Framework. Same as the original version of the PIs, the refined PIs comprise 4 domains, i.e. Management and Organisation, Learning and Teaching, School Culture and Support for Children, and Child Development. They cover various aspects of school operation and

major areas in children development, guiding KGs to adopt a holistic approach in evaluating the effectiveness of their performance. Under each of the 4 macro-level domains, the refined PIs are categorised into tiers of Area, Performance Indicator, Aspect, and Evidence of Performance. In light of the past experiences and the views of stakeholders, we have refined the PIs by, among others, reorganising and streamlining the framework to make the tiers and items more precise and user-friendly. Specifically, the number of Performance Indicators in the 4 domains has been reduced from 32 to 21, and the number of Aspects from 71 to 41. It provides clearer specifications to facilitate KGs' effective application of the processes of "Planning, Implementation, Evaluation" in SSE when conducting holistic and focused review of their performance. With more precise PIs adopted and enhanced transparency in QR, the administrative work for teachers will not increase. During QR, we will evaluate the effectiveness of KGs' work in school development and offer suggestions for improvement with regard to school context, so as to promote sustainable self-improvement in schools and enhance the quality of KG education.

For the enhancement of governance and monitoring, with substantial increase of Government subsidies, a more participatory governance framework is needed to enhance transparency in governance, accountability and effectiveness in school operation. For example, school management committees (SMCs) should comprise representatives from different stakeholders as appropriate. Taking into account the feature of diversity and flexibility of the KG sector and the views collected from major stakeholders, the SMCs of KGs are subject to certain requirements. These include having at least 3 school managers in a SMC, at least 1 of whom should be nominated by the operator, and at least 1 of whom should be a representative from other stakeholders (such as parents of current students, serving teachers or alumni) of the KG or from the community to serve as an independent manager. We fully appreciate that KGs with different background may progress at different pace in fulfilling the above requirements. We will keep in view the progress and render support as appropriate to help KGs establish a proper governance framework. We expect that this will not create excessive administrative work for teachers. We will review the situation in the 2022/23 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 1825)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will continue to conduct Quality Review (QR) for kindergartens joining the new kindergarten education scheme. What are the estimated expenditure and manpower involved? Will the scope of QR be expanded in terms of items and procedures? How will the Bureau streamline the QR work to avoid interruption to kindergartens' daily teaching?

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

Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. All KGs participating in the Scheme are subject to the Quality Assurance (QA) Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau (EDB). Both SSE and QR are conducted on the basis of performance indicators (PIs). To enhance the quality of KG education, we have completed the refinement of PIs for further strengthening the QA Framework. Same as the original version of the PIs, the refined PIs comprise 4 domains, namely Management and Organisation, Learning and Teaching, School Culture and Support for Children, and Child Development. They cover various aspects of school operation and major areas in children development, guiding KGs to adopt a holistic approach in evaluating the effectiveness of their performance. Under each of the 4 macro-level domains, the refined PIs are categorised into tiers of Area, Performance Indicator, Aspect, and Evidence of Performance. In light of the past experiences and the views of stakeholders, we have refined the PIs by, among others, reorganising and streamlining the framework to make the tiers and items more precise and user-friendly. Specifically, the number of Performance Indicators in the 4 domains has been reduced from 32 to 21, and the number of Aspects from 71 to 41. It provides clearer specifications to facilitate KGs' effective application of the processes of "Planning, Implementation, Evaluation" in SSE when conducting holistic and focused review of their performance. With more precise PIs adopted in QR, KGs' daily teaching work will not be affected. During QR, we will evaluate the effectiveness of KGs' work in school

development and offer suggestions for improvement with regard to school context, so as to promote sustainable self-improvement in schools and enhance the quality of KG education.

On the other hand, we also involve external independent members in the QR team as external observers. We are planning to pilot the inclusion of serving KG principals as external observers to further enhance transparency of the QA Framework. At present, external independent members in the QR team are provided with honoraria, and the estimated expenditure for 2018-19 is around \$0.22 million. Other assessment-related tasks involved in QR are performed by EDB officers. The relevant expenses are subsumed in the overall expenditure of EDB, and therefore a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 1826)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Bureau will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland this year. What are the target figure and estimated expenditure? What will be the modes of exchange activities?

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

Reply:

The Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide recurrent financial assistance (\$150,000 for the 2018/19 school year) and professional support for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. The annual expenditure is estimated to be around \$170 million. It is anticipated that about 700 primary, secondary and special schools will participate in the 2018/19 school year. Apart from arranging exchange activities (such as school visits, student activities, seminars, lesson demonstration, lesson evaluation, video conferencing and experience sharing) with their sister schools in light of their development needs at the student, teacher and school management levels, schools may establish networks with other sister schools to further expand the modes of exchange activities and share good exchange experiences. Besides, the EDB has commissioned an independent consultant to consolidate successful experiences in the sister school exchange for schools' reference.

- End -

CONTROLLING OFFICER'S REPLY

EDB013

(Question Serial No. 1827)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Besides updating the Basic Education Curriculum Guide and the Secondary Education Curriculum Guide in 2014 and 2017, what measures will the Administration introduce this year to keep the quantity of homework and frequency of tests at schools in check?

How many parental complaints in relation to homework or over-drilling at individual schools did the Administration receive in the past 3 years?

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

Reply:

According to relevant curriculum guides issued by the Education Bureau (EDB), schools should formulate an appropriate school-based homework and assessment policy in light of students' learning diversity, and coordinate the efforts of different subject teachers to review regularly the frequency, quantity, type and quality of homework and assessment. Schools should also make effective use of homework and assessment data to provide feedback for learning and teaching, and take parents' views into due consideration to ensure that all homework and assessment arrangements are appropriately set, which can cater for students' abilities and learning interests, with a view to facilitating self-directed learning and students' inquisitiveness. Under the principles of school-based management, transparency and effective communication, parents may directly put forward their views and suggestions for improvements in respect of their children's homework and assessment matters to the schools for refinements of their homework and assessment policy. The EDB will gain an understanding of the implementation of schools' homework policies continuously through various means, including external school reviews, focus inspections, school visits and daily contacts, etc. If there are cases where schools are unable to formulate appropriate homework policies or there is still room for improvements in their homework policies, we will urge the schools to make improvements. In addition, we will reach out to major stakeholders about homework matters in a timely manner. For example, the EDB had approached major school sponsoring bodies (SSBs), primary and secondary schools councils, regional school heads associations, etc. before the Chinese New Year holiday this

year to discuss homework arrangements for the holiday. Their responses were very positive. They agreed that interesting homework tasks would be more desirable, and less homework should be assigned for students in the holiday as far as possible so as to enable students to have more time to enjoy with their family and friends during the Chinese New Year. The SSBs and some of the schools councils promptly communicated with heads of schools under their sponsorship/member school heads (for example, by issuing circulars/letters, SSB's meeting with school heads, etc.) to deliver the above message on holiday homework arrangements. If complaints about the homework arrangements or excessive drilling practices of individual schools were received from parents, we would take follow-up actions accordingly. In the 2014/15, 2015/16 and 2016/17 school years, the number of complaints about homework arrangements or excessive drilling received by the EDB was 1, 3 and 1 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB014

(Question Serial No. 1828)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Bureau offering opportunities for students to join Mainland exchange programmes and arranging professional exchange programmes for teachers for the promotion of national education, what are the estimates and the target number for this year?

Please list the performance measures of the above-mentioned programmes in the past 3 years.

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

Reply:

The estimated allocations for students to join Mainland exchange programmes and professional exchange programmes for teachers in 2018-19 are \$114.8 million and \$4.3 million respectively. The estimated quotas are 108 900 and 680 respectively.

The Education Bureau has been attaching importance to the quality of Mainland exchange programmes for students and professional exchange programmes for teachers. There is a regular mechanism established to evaluate the opinions of the participants of these programmes, including having meetings with the service providers, deploying staff to attend the programmes to assess the appropriateness of the content and collecting the immediate responses of the participants, conducting questionnaire surveys, organising interviews and post programmes sharing sessions.

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 1829)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Scholarship Scheme for Studying Outside Hong Kong and the Mainland University Study Subsidy Scheme have accumulated large balances. What is the public's response to these two schemes? What criteria will be adopted by the Bureau to measure the scale of the schemes in order to ensure prudent use of public funds?

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

Reply:

The Hong Kong Scholarship for Excellence Scheme (HKSES), launched in 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 HKSES 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.

Since its inception, the HKSES has drawn positive feedback from the community, and the number of applications is encouraging. A total of 2 195 applications have been received for the first 3 cohorts (i.e. 2015/16 to 2017/18 academic years). Scholarships have been awarded to a total of 282 students admitted to world renowned universities. A merit-based approach is adopted for the selection of awardees, targeting the best and most outstanding Hong Kong students who are admitted to world renowned universities or programmes. Up to 100 scholarships will be awarded each year. To ensure proper use of public funds, the scholarship will be renewable annually subject to the provision of an annual report with satisfactory documentary proof of the awardees' good academic performance during the scholarship period. In addition, awardees will be required to complete the specific study programme and undertake to return to Hong Kong upon graduation to work for at least 2 years or a period equivalent to the duration of receiving the scholarship, whichever is the longer, to facilitate the long-term development of Hong Kong. Apart from the scholarship,

awardees passing the means test may also receive a bursary to cover study-related expenses. The awardees may be subject to random checks during their study to ensure that they are eligible for the bursary.

The HKSES intended to benefit 3 cohorts of students, with up to 100 students per cohort, starting from the 2015/16 academic year and then be subject to a review on its effectiveness. Since the non-recurrent commitment for the implementation of the HKSES has not been fully used up, the Government will extend the HKSES for 1 more cohort in the 2018/19 academic year by using the remaining balance of the commitment in order to make the best use of public resources. Considering that the scholarship and bursary are renewable annually and most of the awardees in all 4 cohorts will be undertaking a 3 or 4-year undergraduate programme, it is estimated that the non-recurrent commitment will last until the 2021/22 academic year. We will continue to keep in view the use of the funds.

The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014 to provide financial support to eligible Hong Kong students pursuing undergraduate studies in designated Mainland institutions. Students who have passed a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 (means-tested subsidy) per year, depending on their needs.

The MUSSS has received a good response since launch. The number of students receiving the subsidy has increased from 263 in the 2014/15 academic year to 2 190 in the 2016/17 academic year. The MUSSS is not subject to any quota. However, students applying for the subsidy have to meet certain criteria. For example, applications for the means-tested subsidy are subject to a means test administered by the Working Family and Student Financial Assistance Agency to ensure the proper use of public funds. Considering that the subsidy is subject to yearly renewal and most of the subsidised students in all 3 cohorts will be undertaking a 4-year undergraduate programme, it is estimated that the non-recurrent commitment will last until the 2019/20 academic year. We will continue to keep in view the use of the funds.

- End -

CONTROLLING OFFICER'S REPLY**EDB016****(Question Serial No. 1830)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the estimated expenditure and manpower for conducting, overseeing and improving the Basic Competency Assessments this year?

Asked by: Hon CHENG Chung-tai (Member Question No. (LegCo use): 35)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). 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 annual average expenditure on Basic Competency Assessment project for the contract period of 2015-18 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*	288	291	73

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

The manpower and expenditure required for Basic Competency Assessment project have been subsumed under the overall expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB017****(Question Serial No. 1535)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the Administration please provide information on kindergartens that joined the Pre-primary Education Voucher Scheme (PEVS)/Free Quality Kindergarten Education Scheme (KG Scheme) and admitted non-Chinese speaking (NCS) children for the past 3 school years?

	2015/16	2016/17	2017/18
Number of kindergartens with NCS children			
Number of kindergartens with 8 or more NCS children			
Median number of NCS children in kindergartens with NCS children			
Average number of NCS children in kindergartens with NCS children			
Number of schools joining the PEVS/KG Scheme			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 613)Reply:

Information on kindergartens (KGs) that joined the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme) and admitted non-Chinese speaking (NCS) children in the 2015/16, 2016/17 and 2017/18 school years is as follows:

	2015/16	2016/17	2017/18
Number of KGs with NCS children	376	394	391

Number of KGs with 8 or more NCS children	114	133	159
Median number of NCS children in KGs with NCS children	4	4	5
Average number of NCS children in KGs with NCS children	13	13	13
Number of schools joining the PEVS/KG Scheme	732	745	748

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above figures cover students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
3. Figures cover students studying in KG-cum-child care centres.
4. With the implementation of the new KG Scheme starting from the 2017/18 school year, an additional grant in comparable to the salary of 1 KG teacher is provided to KGs participating KGs admitting 8 or more NCS students. Applications are open throughout the school year. Schools may submit applications in the middle of a school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB018

(Question Serial No. 2181)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 (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 (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. (LegCo use): 4091)

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 5 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 5 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 2012/13 to 2016/17 School Years

School Type	Average Unit Cost per School Place				
	2012/13	2013/14	2014/15	2015/16	2016/17
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

Table 2: The Average Unit Cost per Boarding Place for Each Type of Special Schools for Children with Intellectual Disability from the 2012/13 to 2016/17 School Years

School Type	Average Unit Cost per Boarding Place				
	2012/13	2013/14	2014/15	2015/16	2016/17
Mild Intellectual Disability ^{Note}	N.A.	N.A.	N.A.	N.A.	N.A.
Moderate Intellectual Disability	\$190,500	\$198,000	\$233,500	\$243,000	\$252,000
Severe Intellectual Disability	\$242,500	\$255,500	\$294,500	\$306,000	\$321,000

Note:

There is no boarding service in schools for children with mild intellectual disability.

Information on Students of Special Schools for Children with Intellectual Disability (ID schools) from the 2012/13 to 2016/17 School Years

Item			Age Range (Year)	School Year ^{Note 1}				
				2012/13	2013/14	2014/15	2015/16	2016/17
1	Number of Students (No. of Non-Chinese Speaking Students (NCS) ^{Note 2})			5 637 (147)	5 624 (193)	5 607 (223)	5 607 (266)	5 701 (275)
2	Boarders (No. of NCS)	5-day		347 (3)	324 (5)	306 (5)	296 (5)	297 (5)
		7-day		340 (1)	352 (2)	362 (2)	359 (3)	362 (2)
3	New Students ^{Note 3} (No. of NCS)	Day Place	6-20	479 (27)	523 (40)	560 (30)	562 (44)	584 (45)
		5-day Boarding	6-19	39 (0)	45 (3)	31 (1)	46 (1)	42 (1)
		7-day Boarding	6-20	46 (2)	40 (0)	60 (2)	34 (0)	48 (2)
4	Leavers ^{Note 4} (No. of NCS)	Day Place	6-24	532 (12)	599 (12)	569 (23)	487 (28)	497 (17)
		5-day Boarding	6-24	64 (0)	55 (2)	52 (0)	43 (1)	52 (1)
		7-day Boarding	7-23	36 (0)	31 (0)	48 (1)	43 (0)	41 (0)
5	Number of Graduates Waiting for Adult Services ^{Note 5} (No. of NCS)			86 (0)	98 (3)	42 (1)	66 (4)	83 (4)

Notes:

- Number of students of items 1-2 is as at September of the respective school year.
- Number of Non-Chinese Speaking Students covers those students whose home language as known to EDB is NOT Chinese regardless of their ethnicity.
- The number of New Students is counted as follows:
 - Day place:
 - only first admission to ID schools 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 schools 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.

5. (i) Students who completed secondary education are counted.
- (ii) Adult Services include day activity centres, sheltered workshops cum hostels, supported hostels, etc.
- (iii) The above 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**EDB019****(Question Serial No. 2502)**

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the form of a table, please provide information for the past 3 years: the measures and progress related to the implementation of computer programming education in primary and secondary schools and the financial resources and manpower involved; the number of teachers teaching related subjects under Information and Communication Technology in all primary and secondary schools in Hong Kong, the teacher-to-student ratios and the amount of public funding involved; which subjects were related to Information Technology (IT) under the curricula of the junior and senior secondary levels and the number of students enrolled in each of these subjects; which disciplines were IT-related among the degree programmes offered by universities and the student enrolment and number of graduates in each discipline; and the financial resources and manpower provided by the Government for promoting IT education in universities and secondary schools.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 1)

Reply:

The Education Bureau (EDB) has been developing a series of modular Computer Awareness Programmes for primary schools, and part of the contents therein were updated in 2015. The programmes, which include basic programming, enable students to grasp basic programming skills and computer knowledge. To cater for the development needs of technology education and STEM education, the EDB developed the Computational Thinking – Coding Education: Supplement to the Primary Curriculum in 2017 for schools' adoption to further enhance coding education at the primary level and hence develop students' computational thinking. The EDB will continue to organise relevant professional training programmes for teachers, develop resources and set up school networks to support the implementation of coding education in schools. In addition, the EDB has strengthened the collaboration with professional/community organisations (e.g. The Hong Kong Association for Computer Education) to foster synergy in promoting various programmes on programming/coding education. At the secondary level, programming-related contents are covered through the implementation of the Technology Education Key Learning Area

(TEKLA) curriculum. The TEKLA provides a flexible and open framework for schools to develop their school-based technology education curriculum in light of their strengths and the needs of their students. It is recommended that schools allocate no less than 30% lesson time of the Information and Communication Technology (ICT) knowledge context to the teaching of programming at the junior secondary level. We have updated in 2017 the TEKLA Curriculum Guide, which was enhanced according to the Computational Thinking – Coding Education: Supplement to the Primary Curriculum. ICT is offered as an elective subject at the senior secondary level, so that students who are talented or interested may learn programming further. The EDB is working on the enhancement of programming education in secondary schools so as to strengthen students' ability to integrate and apply the relevant knowledge and skills. As the manpower and other relevant expenditure involved in curriculum development, development of learning and teaching resources, and organising professional development programmes are subsumed under EDB's overall expenditure, a separate breakdown is not available.

According to EDB's statistics on primary and secondary school teachers, the respective number of teachers in public and Direct Subsidy Scheme primary and secondary schools (excluding special schools) charged with the duty of teaching computer/ICT in the 2014/15, 2015/16 and 2016/17 school years was 5 580, 5 550 and 5 570. We do not have information about the teacher-to-student ratio of individual subjects and the relevant amount of subsidy. According to existing arrangements, all junior secondary students are required to study the TEKLA curriculum, which includes the ICT knowledge context. In the 2014/15, 2015/16 and 2016/17 school years, the number of senior secondary students taking ICT was about 21 640, 20 620 and 20 030 respectively.

With a view to better harnessing Information Technology (IT) as a tool to enhance learning and teaching effectiveness, the EDB is dedicated to promoting e-learning in primary and secondary schools. We provide a Composite Information Technology Grant (CITG) to public sector schools every year to meet the diversified needs of schools on e-learning. The respective amount of CITG in 2015-16, 2016-17 and 2017-18 was \$353 million, \$361 million and \$360 million. In addition, we also provide professional development programmes, develop learning and teaching resources, and organise student activities to support IT education in schools under different learning areas/curricula. The relevant expenditure and manpower are subsumed under EDB's overall expenditure.

As regards the University Grants Committee (UGC)-funded sector, since the bulk of recurrent grants allocated to universities is in the form of a block grant, the UGC is unable to identify the actual subvention/expenditure on specific academic programme and activity, e.g. promotion of IT education. According to the information provided by the universities, the average student unit cost per annum of a UGC-funded undergraduate place for the 2014/15, 2015/16 and 2016/17 academic years was \$222,000, \$237,000 and \$242,000 respectively, the bulk of which was covered by Government subvention, with the remainder covered by income from tuition fee (i.e. \$42,100 per year in the past 3 academic years). The respective number of students pursuing and graduated from IT-related full-time UGC-funded undergraduate programmes and locally-accredited self-financing undergraduate programmes (including top-up degree programmes) in the past 3 academic years is set out at Annex. As for 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 provision of IT-related programmes.

**Number of students pursuing and graduated from
IT-related full-time University Grants Committee-funded undergraduate programmes
in the past 3 academic years**

Academic Year	Student Enrolment	No. of Graduates
2014/15	3 119	811
2015/16	3 226	809
2016/17	3 487	793

Note: Programmes related to IT are determined having regard to the academic programme categories (APCs) of programmes as reported by UGC-funded universities. Since some UGC-funded programmes are mapped to more than one APC, the figures on student enrolment and graduates of these programmes are counted on a pro rata basis under the relevant APC. Thus the figures for certain APC may have decimals. For inclusion into the above table, such figures have been 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”
in the past 3 academic years**

Academic Year	Student Enrolment	No. of Graduates (Year of Graduation)*
2014/15	1 119	329 (2014)
2015/16	1 046	485 (2015)
2016/17	1 018	628 (2016)

* As the number of graduates in 2017 is being collected, the EDB can only provide the number of graduates in 2014, 2015 and 2016 (i.e. recent 3 years).

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 2503)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that the Government will make an additional provision of \$2 billion to expedite installation of lifts for public sector schools as needed. Please provide details of relevant arrangements and the number of schools that will be benefitted.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 2)

Reply:

The Education Bureau (EDB) has taken up the major repairs (MR) works of non-estate and estate aided schools since April 2010 and April 2014 respectively. In accordance with the established mechanism, schools may apply for installation of lifts through the annual MR mechanism.

Based on the experience in handling relevant works projects in the past few years, lift installation works generally involve more complicated work stages. From conducting preliminary technical feasibility studies, discussing with schools over lift location, preparing drawings for submission to relevant departments for approval, coordinating with schools on works arrangements and schedule and completing the works, it normally takes at least 4 to 5 years. Should the works involve more complicated technical issues (for example, limited space available for lift installation), or the schools can only make available limited time slots for the construction works, it will take an even longer completion time. Moreover, lift installation works are resource intensive (in terms of project costs and human resources), hence the EDB can only approve a limited number of applications every year. Since April 2010, the EDB has approved at least 5 lift installation applications each year, and we endeavour to approve more where resources and manpower permit. The yet-to-be approved applications will be re-considered together with new applications (if any) in the subsequent funding allocation exercise. Hence, the schools concerned are not required to resubmit applications afresh.

Since April 2010, the EDB has approved a total of 46 lift installation applications through the annual MR mechanism, with another 68 pending approval. As at end-February 2018, 4 out of the 46 approved applications have the installation works completed. The rest are under various work stages, including construction, statutory approval or design stages.

In order to collect the latest information on school premises and ascertain the schools' needs for lifts, the EDB sent a letter to all aided and Direct Subsidy Scheme (DSS) schools on 1 March to invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. After collecting the relevant information, we plan to arrange designated consultants to liaise with the schools concerned from the first quarter of 2019 onwards, with a view to assessing the preliminary technical feasibility for these aided schools as soon as practicable within one year. The installation timetable will be formulated based on the results of technical feasibility studies and the actual circumstances of individual schools. Government schools that are in need of lifts may submit funding applications through the existing mechanism. Upon approval of the funding applications, the Architectural Services Department will carry out detailed design and discuss the detailed arrangements with the schools concerned. In line with established arrangements, DSS schools may apply for funding from the EDB, and engage consultants and contractors on their own to carry out the lift installation works once the funding applications are approved.

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 2504)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability will be increased. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. Please provide details of the provisions, and tabulate the respective estimated number of additional school nurses and the estimated number of students and schools that will benefit from such an initiative.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 3)

Reply:

Starting from the 2018/19 school year, the Education Bureau will provide an additional school nurse to schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the school nurse provision will be expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools will each have a school nurse to strengthen their support for students with care needs. It is expected that the above will involve an additional provision of 51 school nurses and an estimated additional annual expenditure of around \$26 million. All students studying in the above-mentioned schools will benefit from the enhancement measure. Details are set out at the Appendix.

Number of special schools by type
and the school nurse establishment under the enhancement measure

School Type	Number of schools	Number of students	School nurse establishment	
			Existing	Under the enhancement measure with effect from the 2018/19 school year
School for children with physical disability	7	(a) 40 - 129	(a) 1	(a) 2
School for children with severe intellectual disability	10	(b) 130 or more	(b) 2	(b) 3
School for children with mild intellectual disability	12	40 or more	1	2
School for children with moderate intellectual disability	14			
School for children with mild and moderate intellectual disability	5			
School for children with visual impairment cum intellectual disability	1			
School for children with visual impairment	1	All students in the school	Not applicable	1
School for children with hearing impairment	1			

- End -

CONTROLLING OFFICER'S REPLY**EDB022****(Question Serial No. 2505)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please tabulate the total provision that the Government undertook to reserve for meeting recurrent and non-recurrent expenditures on education; the provision spent and related funding arrangements in detail; as well as the provision unspent and related arrangements in each of the past 3 years.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 4)Reply:

The total provision that the Government undertook to reserve for meeting recurrent and non-recurrent expenditures on education in each of the past 3 years is tabulated below:

Financial Year	Recurrent Expenditure	Non-recurrent Expenditure	Total Provision
2015-16	-	-	-
2016-17	-	-	-
2017-18	\$5 billion	\$18.7 billion	\$23.7 billion

The Financial Secretary announced in the 2017-18 Budget that \$700 million would be reserved for the Education Bureau (EDB) to meet non-recurrent expenditure involved in promoting vocational and professional education and training, facilitating the training and professional development of principals and teachers, and supporting local post-secondary students, including those pursuing self-financing post-secondary programmes. During the subsequent deliberation of the Appropriation Bill 2017 in the Legislative Council in April 2017, the Financial Secretary informed that another \$18 billion would be reserved for meeting non-recurrent educational expenditure, including the provision of additional resources for furthering the academic and scientific research development in the higher education sector.

As for the reserved non-recurrent expenditure mentioned above, the EDB obtained approval from the Finance Committee of the Legislative Council in January 2018 to inject \$3 billion into the Research Endowment Fund. The investment return would be utilised for providing studentships for local students enrolled in University Grants Committee-funded research postgraduate programmes. The EDB will also utilise \$500 million to implement suitable projects under the T-excel@hk strategic work plan of the Committee on Professional Development of Teachers and Principals and to support various measures that enhance the professional development of teachers and principals. In addition, the Task Force on Review of Research Policy and Funding chaired by Professor Tsui Lap-chee is expected to complete its review and submit a report to the Government in 2018. Depending on the findings and recommendations of the review, the EDB will consider the optimal use of the reserved provision to further support the academic and research development in the higher education sector.

The current-term Government has, upon taking office, pledged to reserve \$5 billion for meeting recurrent expenditure on education. Starting from the 2017/18 academic year, the EDB has implemented a series of priority initiatives to support quality education, which involve a recurrent expenditure of \$3.6 billion. The EDB is currently reviewing various education policy areas and studying with the education sector how the remaining \$1.4 billion reserved for recurrent expenditure can be used effectively to provide necessary resources for nurturing our next generation.

- End -

CONTROLLING OFFICER'S REPLY**EDB023****(Question Serial No. 2507)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please advise on the total numbers of primary and secondary students and teachers 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. (LegCo use): 6)Reply:

The Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidises those organised by schools, which cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities, every school year. Students' participation in the programmes is on a voluntary basis. EDB does not collect information about individual students' participation in Mainland exchange programmes and we do not have the percentage of students who have or have not participated in such programmes. The number of primary and secondary school students receiving subsidies for Mainland exchange programmes in the past 3 years (2015-16, 2016-17 and 2017-18) is as follows:

Financial Year	Number of Students (rounded down to the nearest hundred)	
	Secondary Students	Primary Students
2015-16	33 000	22 200
2016-17#	33 200	23 100
2017-18+	36 500	23 400

Actual figures revised from last year's estimates

+ Provisional figures

Teachers participate in the aforesaid Mainland exchange programmes as learning facilitators according to the “1 teacher : 10 students ratio”. Apart from this, EDB also organises various professional exchange programmes for teachers. The number of teachers participating in such programmes in the past 3 years is as follows:

Financial Year	Number of Teachers (rounded to the nearest ten)
2015-16	270
2016-17#	530
2017-18+	660

#Actual figures revised from last year’s estimates

+ Provisional figures

In 2018-19, an estimated amount of \$114.8 million will be allocated for provision of adequate Mainland exchange opportunities to students while an estimated provision of \$4.30 million will be allocated to continue to organise professional Mainland exchange programmes for teachers. With an increase in the number of students participating in Mainland exchange programmes, the number of teachers participating in the programmes concerned as learning facilitators will also increase proportionally.

- End -

CONTROLLING OFFICER'S REPLY

EDB024

(Question Serial No. 2508)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the number of students with special educational needs (SEN) studying in mainstream primary schools by grade level and major SEN type in the past 3 years.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 7)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade level and major SEN type in the past 3 years (2015/16 to 2017/18 school years) is set out at the Appendix. With increased awareness of SEN among 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 special educational needs (SEN) studying in
public sector mainstream primary schools by grade level and by major SEN type
from the 2015/16 to 2017/18 school years** ^(Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6
2015/16	8	285	1 920	2 101	2 133	1 918
2016/17	2	206	2 142	2 231	2 136	2 144
2017/18	5	164	2 143	2 484	2 282	2 175

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6
2015/16	87	89	140	122	95	130
2016/17	86	119	107	130	124	105
2017/18	76	113	153	102	121	125

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2015/16	633	803	816	814	750	604
2016/17	683	841	943	894	874	784
2017/18	743	883	974	1 005	929	892

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2015/16	133	260	605	827	1 023	1 005
2016/17	159	311	675	967	1 068	1 169
2017/18	160	333	723	997	1 229	1 226

Physical Disability	P1	P2	P3	P4	P5	P6
2015/16	18	15	15	17	25	26
2016/17	12	27	16	19	16	24
2017/18	15	20	27	17	20	18

Visual Impairment	P1	P2	P3	P4	P5	P6
2015/16	7	8	6	5	3	5
2016/17	1	8	8	7	4	1
2017/18	7	4	9	8	7	4

Hearing Impairment	P1	P2	P3	P4	P5	P6
2015/16	36	49	59	46	44	45
2016/17	46	43	53	62	50	42
2017/18	72	55	54	54	61	51

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6
2015/16	31	772	585	361	209	141
2016/17	18	872	601	469	337	220
2017/18	13	878	546	415	334	246

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The numbers of P1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

- End -

CONTROLLING OFFICER'S REPLY**EDB025****(Question Serial No. 2509)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of non-Chinese speaking students and its percentage share in the total number of students by pre-primary education, primary education and secondary education in the past 3 years.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 8)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 to 2017/18 school years are tabulated below:

Level	School year	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)	2015/16	11 982	185 398	6.5%
	2016/17	12 240	184 032	6.7%
	2017/18	12 409	181 147	6.9%
Primary (Primary 1-6) (Note 4)	2015/16	8 958	288 126	3.1%
	2016/17	9 266	297 808	3.1%
	2017/18	9 622	309 047	3.1%
Secondary (Secondary 1-6) (Note 4)	2015/16	8 782	329 757	2.7%
	2016/17	8 971	314 965	2.8%
	2017/18	9 383	307 105	3.1%

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. Figures cover both local and non-local kindergartens.
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.

- End -

CONTROLLING OFFICER'S REPLY**EDB026****(Question Serial No. 2510)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please list the number of cases in respect of complaints and request for assistance received by the Education Bureau related to ethnic minority students not receiving appropriate learning support in schools in the past three years, and the follow-up actions taken by the Bureau.

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

The number of complaints received by the Education Bureau (EDB) related to ethnic minority students not receiving appropriate learning support in schools from the 2014/15 to 2016/17 school years and relevant investigation results are tabulated as follows:

School year	Number of complaint cases	Note
2014/15	1	The investigation was completed and the allegation was found unsubstantiated.
2015/16	2	The investigations into the two cases were completed and the allegations were found unsubstantiated.
2016/17	1	The investigation was completed and part of the allegation was found substantiated. The EDB has requested the school to make improvement on the matter concerned.

The above figures do not include non-complaint cases that only involve enquiries or requests for direct assistance. Statistics on such cases are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB027****(Question Serial No. 2511)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide, for the past 3 years, the number of schools that combine History, Geography and Economics etc. at the junior secondary level as integrated curricula like Integrated Humanities and the number of schools that offer humanities subjects as independent subjects, and their respective percentages.

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

According to the class and subject details provided by schools, the respective number of schools offering History and Geography as independent subjects at the junior secondary level in the 2015/16, 2016/17 and 2017/18 school years is as follows:

School year	History	Geography
2015/16	287	350
2016/17	288	352
2017/18	291	355

Note : Economics is a senior secondary subject. There is no curriculum guide for junior secondary Economics prepared by the Curriculum Development Council.

As shown by the class and subject details provided by schools, some schools offer school-based Integrated Humanities at the junior secondary level to cover humanities subjects such as History, Geography, Chinese History, Life and Society. School-based integrated curricula at the junior secondary level that are similar to Integrated Humanities also include History and Culture as well as school-based junior secondary Liberal Studies. The respective number of schools offering such school-based integrated curricula in the 2015/16, 2016/17 and 2017/18 school years is as follows:

School year	History and Culture	Integrated Humanities	Junior Secondary Liberal Studies
2015/16	24	103	275
2016/17	20	97	278
2017/18	18	93	273

Schools may have different arrangements for the provision of school-based integrated curriculum. For example, some schools switch to the provision of Geography and History as independent subjects at Secondary 3; some offer school-based integrated curriculum in only one of the school years at junior secondary level; and some offer both Integrated Humanities and school-based Liberal Studies at the junior secondary level. Given the diversities of school-based curriculum, it is not possible to provide information on the percentage of schools that combine subjects as one like Integrated Humanities and the percentage of schools offering humanities subjects as independent subjects.

- End -

CONTROLLING OFFICER'S REPLY

EDB028

(Question Serial No. 2514)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Budget has set aside \$100 million to promote the development of e-sports, with the intention of turning it into a new industry in Hong Kong. Will the Education Bureau provide students who aspire to careers in e-sports with an alternative learning pathway through the practical curriculum at the senior secondary level?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 13)

Reply:

The school curriculum aims to provide students with the essential experiences for lifelong learning, help them develop knowledge, skills and values, and enable their balanced and holistic development in the domains of ethics, intellect, physical development, social skills and aesthetics. To keep abreast of the latest subject knowledge, and tie in with evolving changes on economic, social and technological fronts, the curriculum is continuously renewed accordingly. For example, the Education Bureau renewed the curricula for primary and secondary education in 2017, and developed the “Computational Thinking – Coding Education: Supplement to the Primary Curriculum” to enhance coding education at the primary level and develop students’ computational thinking. Separately, through the promotion of Science, Technology, Engineering and Mathematics (STEM) education and life-wide learning activities, students are offered opportunities to acquire an understanding of the developments in innovation and technology as well as related industries, which may inform their academic progression or future career. While school curriculum is different from specialised vocational training, students can learn about the development of emerging industries (including e-sports industry) through career-related experience activities and life planning, and explore and identify their path for career development and lifelong learning.

The Vocational Training Council (VTC) offers four higher diploma programmes in information technology, that cover various areas including development of game software and mobile applications as well as multimedia, games and animation. The VTC’s Information Technology Discipline also incorporates the elements of e-sports into certain

modules of its higher diploma programmes. The Discipline is now exploring technical requirements of the e-sports industry, and whether new modules, higher diploma programmes or on-the-job training courses on e-sports will be provided accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB029

(Question Serial No. 2519)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) It is stated in the Budget that the Government will make an additional provision of \$660 million to improve the rehabilitation services through various measures including providing support for students with special educational needs (SEN) and autism. However, under the current system, primary and secondary school students with limited intelligence are not provided with any support that is stipulated in writing by the Education Bureau. Also, there are not any statistical figures on this aspect. In this connection, will the Administration consider using the \$660 million effectively or further increasing the provision to provide appropriate support for students with limited intelligence?

(2) Will the Administration initiate a survey to collect information about the number of students with limited intelligence in all local primary and secondary schools and how they are doing in learning?

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

Reply:

(1) and (2)

In USA, Britain, Canada and Australia, etc., limited intelligence is not regarded as a disability. In Hong Kong, the practice of not categorizing limited intelligence as special educational needs is in line with the international practice. Students with limited intelligence are generally weaker in learning the abstract components of the curricula. Hence, most of the students with limited intelligence are academic low achievers. Nevertheless, they will benefit from learning adapted curricula and more practical components, and will gradually develop their potentials and abilities. The EDB has been providing assistance to schools all along to help them identify and support academic low achievers.

Currently, all public sector primary schools implement the "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties" to identify

students with learning difficulties (including academic low achievers with limited intelligence). Thus, there is no need to establish another mechanism to inquire about students with limited intelligence. Based on the “intervention before assessment” principle, schools will provide support to these students, such as arranging instructional accommodation and supplemental coaching. If students continue to display serious or persistent difficulties after coaching, schools will refer them to specialists for assessment so as to further understand their problems and provide support as needed.

Besides, the EDB has been providing public sector ordinary primary schools with additional resources, such as the Learning Support Grant and the Intensive Remedial Teaching Programme in Primary Schools, etc. to cater for the students in need, including academic low achievers. At the secondary level, the EDB has been providing schools which admit the territory bottom 10% and Band 3 students with additional teachers to cater for academic low achievers.

The above principles and measures for identifying and supporting academic low achievers have been operating effectively. We will keep an eye on the existing measures to ensure schools provide appropriate support for the academic low achievers (including students with limited intelligence).

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 2520)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since the Government's announcement last year to include Chinese History as a compulsory independent subject for the junior secondary level, how many schools have applied to include Chinese History as a compulsory independent subject in the next school year?

In all public sector secondary schools in the territory, how many teachers who have completed registration are teaching Chinese History as their specialised subject or major subject taught?

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

Reply:

The Chief Executive has proposed in the 2017 Policy Address to include Chinese History as an independent compulsory subject for the junior secondary level in the 2018/19 school year. At present, about 90% of schools have already offered Chinese History as an independent compulsory subject. Schools currently using other curriculum modes to teach Chinese history should offer Chinese History as an independent compulsory subject in the 2018/19 school year as far as possible. The Education Bureau (EDB) will continue to liaise with these schools and provide support as necessary.

According to the EDB's statistics on secondary school teachers for the 2016/17 school year, the number of teachers teaching Chinese history in public sector and Direct Subsidy Scheme secondary schools (excluding special schools) across the territory is about 1 740, and about 550 of them are teaching Chinese history as their major teaching subject.

- End -

CONTROLLING OFFICER'S REPLY**EDB031****(Question Serial No. 2521)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

1. What are the numbers of public sector primary and secondary schools that have fully implemented e-learning on a whole-school basis or in certain levels, and their respective percentages in the past 3 years?
2. What are the numbers of public sector primary and secondary schools that have fully implemented the initiative of "Bring Your Own Device" on a whole-school basis or in certain levels, and their respective percentages in the past 3 years?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 20)Reply:

1. According to information collected from schools, as at February 2018, 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014, and 841 schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015 have completed the enhancement of WiFi infrastructure. All schools participating in the WiFi-100 project and WiFi-900 project have submitted their e-learning development plans to the Education Bureau (EDB) and implemented e-learning according to their school needs. The breakdown on these 941 schools by school type is as follows -

School type	Number and percentage of schools with enhanced WiFi infrastructure	Total number of schools
Government and aided primary school	461 (97%)	477
Government and aided secondary school	424 (94%)	451
Aided special school	56 (92%)	61
Total	941 (95%)	989

Note: Aided schools also include local schools under the Direct Subsidy Scheme and caput schools.

2. The EDB launched the ITE4 in the 2015/16 school year. One of the key measures is to establish WiFi campus for all public sector schools in the territory by phases to facilitate e-learning through the use of mobile computing devices in class. Some schools have started to adopt the “Bring Your Own Device” (BYOD) policy to further exploit the advantages of using mobile computing devices in learning.

We have also conducted questionnaire surveys on information technology in education by the end of each school year to understand the implementation of e-learning in schools. The surveys target mainly public sector schools that have already established WiFi campus. About 70% of schools responded to the questionnaire survey which was completed in August 2017; and among them, about 15% of primary and secondary schools have either implemented or are formulating measures related to the BYOD policy. The total number of schools adopting the BYOD policy is not available.

– End –

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 2525)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

- (1) What were the numbers of primary and secondary schools in the territory which have used e-textbooks to replace traditional printed textbooks in the past 5 years?
- (2) Has the Government provided any assistance or formulated any long-term targets in promoting the prevalent use of e-textbooks by school?
- (3) There is no follow-up since the implementation of Phase Two of the e-Textbook Market Development Scheme (EMADS) by the Government in 2016. What is the future direction of the Scheme.

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

Reply:

- (1) The Education Bureau (EDB) has not collected statistical information regarding the number of schools replacing conventional printed textbooks with e-textbooks.

Starting from the 2015/16 school year, the EDB has conducted annual questionnaire survey on the adoption of e-textbooks by schools. According to the findings, 74.7% of primary schools and 10% of secondary schools used e-textbooks on a trial basis and/or purchased e-textbooks in the 2015/16 school year. In the 2016/17 school year, 62.7% of primary schools and 31.3% of secondary schools purchased and used e-textbooks for one or more than one subject.

- (2) The EDB holds regular meetings with e-textbooks developers and publishers to discuss the development of e-textbooks. We also conduct school visits and meetings with teachers to gain a better understanding of the use of e-textbooks in schools, and encourage the adoption of e-textbooks in schools through experience sharing by teachers who have used e-textbooks on a trial basis.

- (3) 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 the e-Textbook Market Development Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB033

(Question Serial No. 1656)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What was the expenditure on promoting national education by the Education Bureau in the past 3 years? What were the expenditure items involved? Please provide the estimated expenditure on promoting national education in 2018-19 with a breakdown by expenditure item to be involved.

Asked by: Hon CHEUNG Wah-fung, Christopher (Member Question No. (LegCo use): 12)

Reply:

As an essential element of values education, national education enables teachers and students to gain an understanding of our country's history, culture and development. It has been incorporated into a number of Key Learning Areas/subjects at primary and secondary levels, the "moral and civic education" curriculum, relevant learning activities in and outside schools, professional development programmes for school heads and teachers, production of learning and teaching resources, as well as relevant Mainland exchange programmes, etc. Apart from offering opportunities for students to participate in Mainland exchange programmes and arranging professional exchange programmes for teachers, professional support measures include collaborating with schools in curriculum planning and implementation of values education and providing professional advice. 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 teachers and primary and secondary students can be separately identified. The expenditure for the Mainland exchange programmes in the past 3 years (from 2015-16 to 2017-18) and the 2018-19 is as follows:

Financial year	Expenditure (\$million) [@]	
	Programme for primary and secondary students	Programme for teachers
2015-16	58.2	1.5
2016-17 [#]	58	3.2
2017-18 [*]	70.9	3.8
2018-19 ⁺⁺	114.8	4.8

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

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

^{*} Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB034

(Question Serial No. 1671)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

One of the aims of the Education Bureau (EDB) is: to ensure that people in Hong Kong receive an all-round quality education to prepare them for challenges in life and work and to develop their aptitude for lifelong learning. However, student suicide cases have been reported from time to time in recent years. In this connection, what kind of measures will the EDB introduce to put a stop to these cases? Will extra manpower and resources be allocated to support our students in this regard? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHEUNG Wah-fung, Christopher (Member Question No. (LegCo use): 15)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach directed at three levels, namely “Universal”, “Selective” and “Indicated” to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk). At the Universal level, EDB actively organises diversified development programmes featuring adventures, team work and problem-solving training, such as the “Understanding Adolescent Project”, the “Enhanced Smart Teen Project”, and 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. Besides, EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 school year to enhance students' awareness and understanding of mental health and strengthen students' ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the Campaign.

At the Selective level, starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year

onwards, EDB also conducts the “Professional Development Programme for Mental Health” for teachers to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. In each school year, EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary teachers to equip more of them with the knowledge and capacity to support students with mental health needs. To cater for the needs of teachers to support students, we have developed different resources to help teachers early detect and support students with mental health needs (including students with suicidal risk), including “A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours”, webpage on Prevention of Student Suicides and the “Teacher’s Resource Handbook on Understanding and Supporting Students with Mental Illness” co-developed by EDB and the Hospital Authority (HA).

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students’ learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with EDB, HA and the Social Welfare Department, has launched the “Student Mental Health Support Scheme” since the 2016/17 school year to provide appropriate support services for students with mental health needs through the school-based platform.

Besides, EDB works continuously with the Curriculum Development Council to review the primary and secondary curricula in order to better cater for learning differences. EDB urges schools to coordinate the amount of homework so that students can have sufficient time to rest, play and develop their interests. EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support schools and meet the diverse learning needs of students. Measures include the following: 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. EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about two years to make directional recommendations to the Government on the school curriculum.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing the Vocational and Professional Education and Training or prepared to work, so as to enhance their English proficiency and provide opportunities to them for attaining relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, EDB endeavors to promote home-school co-operation and parent education. EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in early identification of their children's emotional problems and fostering positive thinking in their children. Besides, EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. Last year, the Government also set up a Task Force on Home-school Co-operation and Parent Education under the Education Commission to review the existing approach in promoting parent education and home-school co-operation, and based on the outcome of which, to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children learn effectively, and grow up happily and healthily.

The Chief Executive has asked the Labour and Welfare Bureau (LWB) to set up a cross-bureaux/departments (B/Ds) task force (Task Force) to review, monitor and coordinate the concerted effort of B/Ds to take forward the recommendations in the Report of the Committee on Prevention of Student Suicides, and to further discuss new measures on the prevention of youth suicides. Besides the LWB and EDB, the Task Force comprises representatives from the FHB, the Home Affairs Bureau and other related departments.

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 1672)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the past 3 years, what were the numbers of Hong Kong primary and secondary school students that participated in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Pilot Scheme) and the expenditure involved? For the current year, what are the expected number of primary and secondary school students participating in the Pilot Scheme and the expenditure involved?

Asked by: Hon CHEUNG Wah-fung, Christopher (Member Question No. (LegCo use): 13)

Reply:

The Education Bureau (EDB) has launched the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) for the school years between 2015/16 and 2017/18. Local public sector and Direct Subsidy Scheme primary, secondary and special schools participating in the Pilot Scheme are each provided with a fixed grant of \$120,000 per annum. Apart from the fixed grant, the EDB also provides participating schools with professional support (such as organising different thematic exchange activities, holding sharing sessions, offering advice and assistance on the exchange activities for schools, and collecting and disseminating good practices). The expenditure has amounted to about \$160 million since the launch of the Pilot Scheme. In the 2015/16 and 2016/17 school years, students' participation in sister school exchange activities under the Pilot Scheme exceeded 46 000. Besides, the Government will regularise the Pilot Scheme with effect from the 2018/19 school year, involving an annual expenditure of about \$170 million. It is anticipated that about 700 schools will participate in the 2018/19 school year, and the number of students participating in sister school exchange activities is expected to increase.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 0100)

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 Ingrid YEUNG)

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 2017/18 academic year and the projected number in the 2018/19 academic year by course type.

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

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 increase in the 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.

Details of the designated programmes, relevant institutions, the respective number of subsidised places, the number of actual intakes (if appropriate) and the annual subsidy amount under the SSSDP for the cohort admitted in the 2017/18 academic year and for the cohort to be admitted in the 2018/19 academic year are set out at **Annex**.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2017/18 academic year)**

**Designated Programmes, Relevant Institutions, Number of Subsidised Places and
Actual Intakes, and Annual Subsidy Amount**

Institutes	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	23	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	59	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	75	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	71	70,000
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	50	41	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	200	70,000
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	20	21	70,000
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	12	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	24	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	59	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	49	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	47	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	49	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	24	40,000
Total			1 062	974	

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2018/19 academic year)**

**Designated Programmes, Relevant Institutions,
Number of Subsidised Places and Annual Subsidy Amount**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Creative Industry	Bachelor of Science (Honours) in Digital Entertainment	30	40,000
	Health Care	Bachelor of Nursing (Honours)	200	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	70	40,000
	Computer Science	Bachelor of Science (Honours) in Computer Science	90	40,000
Hang Seng Management College	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centered Computing	60	40,000
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	40,000
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	40,000
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	40,000
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	40,000
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	40,000
	Creative Industry	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	40,000
	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Creative Industry	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	70,000
	Financial Technology	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	40,000
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	40,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	270	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	40,000
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	40,000

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	70,000
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	40,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	225	70,000
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	30	70,000
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	70,000
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	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	60	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	40,000
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	40,000
	Computer Science/Creative Industry	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	40,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	40	40,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	60	40,000
		Total	2 776	

- End -

CONTROLLING OFFICER'S REPLY**EDB037****(Question Serial No. 0111)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

In the 2017/18 school year, what is the respective number of private independent kindergartens, non-profit-making kindergartens not participating in the Free Quality Kindergarten Education Scheme (Scheme) and non-profit-making kindergartens participating in the Scheme, and what is their respective percentage in the total number of kindergartens in the territory? What is the respective number of students in these kindergartens and their respective percentage in the total number of kindergarten students in Hong Kong over the same period? Also, what is the number of kindergartens in the Pre-primary Education Voucher Scheme that have not joined the Scheme? How many students are enrolled in these kindergartens? What are the reasons for not joining the Scheme?

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

In the 2017/18 school year, the respective number of local private independent (PI) kindergartens (KGs), local non-profit-making (NPM) KGs joining the new KG education scheme (Scheme) and local NPM KGs not joining the Scheme, 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:

	2017/18 school year	
	Number of KGs (%)	Number of students (%)
Local PI KGs*	108 (10.5%)	18 923 (10.4%)
Local NPM KGs joining the Scheme	748 (72.6%)	138 771 (76.6%)

Local NPM KGs not joining Scheme	25 (2.4%)	9 338 (5.2%)
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* PI KGs are not eligible to join the Scheme.

In the 2017/18 school year, 7 KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year, with a total of 2 461 students, have not applied for joining the Scheme. The eligible students admitted in these 7 KGs before the 2017/18 school year and remaining in the eligible classes under PEVS (i.e. eligible lower KG (K2) and upper KG (K3) classes in the 2017/18 school year (the total number of students studying at these two grade levels is about 1 500) and eligible K3 classes in the 2018/19 school year) will continue to receive the voucher subsidy under PEVS until they leave the KGs concerned. In deciding whether to join the Scheme, these KGs have their school-based considerations with regard to their overall direction in school development. One of the afore-mentioned 7 KGs will join the Scheme in the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 0112)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Quality Review for kindergartens joining the new kindergarten education scheme will continue to be conducted to ensure quality kindergarten education. Please provide the details, including specific measures, indicators, and manpower and expenditure required.

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

Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. All KGs participating in the Scheme are subject to the Quality Assurance (QA) Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau. Both SSE and QR are conducted on the basis of performance indicators (PIs).

To enhance the quality of KG education, we have completed the refinement of PIs to further strengthen the QA Framework. The Advisory Group on the Review of PIs, comprising early childhood education (ECE) experts, frontline ECE educators and lay members, was set up to gauge views and suggestions from stakeholders and conduct consultation on the draft refined PIs. Taking into account views collected, the refined PIs were finalised and released in mid-December 2017. To support KGs' understanding and use of the refined PIs to enhance the effectiveness of SSE, 9 sessions on "Promoting School Self-evaluation - Briefing Session on Performance Indicators (Kindergartens)" were organised from February to April 2018. The refined PIs would be used for SSE starting from the end of the 2017/18 school year and used for QR starting from the 2018/19 school year.

We will continue to make the QR reports available on the EDB website for public information. Taking into account views from KGs and parents, both Chinese and English versions of the QR reports will be uploaded starting from the 2018/19 school year. In addition to QR, we will conduct more frequent Focus Inspection (FI). FI is another form of QA measure in fostering KGs' continuous improvement in learning and teaching and in addressing areas of concern. If deemed necessary, we will provide professional support to

the KGs whose performance is not satisfactory. Besides, to further promote the sustainable development of KGs, we will identify good practices during QR and FI, and organise training activities to familiarise KGs with the QA Framework and good practices in learning and teaching. Besides, we also involve external independent members in the QR teams as external observers. We are planning to pilot the inclusion of serving KG principals as external observers to further enhance transparency. At present, we provide external independent members for QR with honoraria, and the relevant expenditure is estimated to be about \$0.22 million in 2018-19. 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, and therefore a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB039

(Question Serial No. 0113)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding international schools, please provide the following information:

- (1) Please tabulate the respective number and percentage of local and non-local students in various international schools.
- (2) Please tabulate the respective total number of students studying in international primary and secondary schools, as well as the respective number and percentage of local and non-local students in such schools in each of the past 3 years (i.e. the 2015/16, 2016/17, and 2017/18 school years).
- (3) Please tabulate the highest, lowest and median tuition fees charged by international schools in the current school year.
- (4) Please provide a breakdown of the respective number of international school places, students enrolled and vacancies at primary and secondary levels by 18 districts.
- (5) Generally speaking, what are the additional numbers of school places at primary and secondary levels respectively in the 2017/18 school year as compared with the year before?
- (6) What are the additional numbers of places in schools adopting English or other languages as the medium of instruction, and school places provided for students with special educational needs?
- (7) Please provide the respective number of international school places at primary and secondary levels expected to be added in each district in each of the next 3 years.

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

Reply:

(1)

In the context of international schools (including the English Schools Foundation (ESF) 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 (HKSAR)) 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 2017, the proportion of local students in international schools in the 2017/18 school year is about 23% and that of non-local students is around 77%. The numbers and percentages of local and non-local students of individual schools are set out at Annex 1.

(2)

The total number of students in international schools from the 2015/16 to 2017/18 school years with breakdown by levels and by the proportion of local and non-local students as appropriate are set out at Annex 2.

(3)

The highest, lowest and median tuition fees charged by international schools in the 2017/18 school year are set out at Annex 3.

(4), (5) and (7)

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including the ESF schools and other private international schools), students enrolled and vacancies by the districts in which the international schools are located in the 2017/18 school year are set out at Annex 4 for illustration purpose. Compared to the 2016/17 school year, there is an increase of around 860 primary places and 520 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, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projections provided by relevant schools where applicable, compared to the 2017/18 school year, it is projected that around 3 850 additional places will be available between 2018/19 and 2020/21 school years. It is however worth noting that future provision of additional places by individual schools especially the new ones will be affected by a number of factors, such as applications received each year, teacher recruitment, and maintenance and construction works involved in school development.

(6)

Most international schools adopt English as the medium of instruction. Places in these schools in the 2017/18 school year have been increased by around 810 at primary level and around 530 at secondary level when compared with the 2016/17 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese.

Compared to the 2016/17 school year, places at these schools have slightly increased by around 50 at primary level but slightly decreased by 10 at secondary level.

International school places provided for students with special educational needs (SEN) may vary between years depending on the number of students with such needs. According to the information collected through the Student Enrolment Survey conducted annually, in the 2017/18 school year, there are around 840 primary students and 700 secondary students with SEN studying in international schools (including the special school operated by the ESF) (note). The corresponding numbers for the 2016/17 school year are around 570 and 740 respectively.

Note: International schools establish their own systems to classify students with SEN according to their own teaching and learning arrangements, and provide the relevant information on the number of students in the Student Enrolment Survey conducted by the Education Bureau (EDB) annually. In the submission of relevant information on the number of students with SEN in the 2017/18 Student Enrolment Survey, 5 international schools have updated their reporting practices. Furthermore, the ESF have required all its schools to standardise their practice when providing such figures to the EDB in the Student Enrolment Survey since the 2015/16 school year. However, in an internal review on the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the 2017/18 Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

**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 2017)**

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	69 (11.3%)	540 (88.7%)
American School Hong Kong	174	58 (33.3%)	116 (66.7%)
Australian International School Hong Kong	1 071	63 (5.9%)	1 008 (94.1%)
Canadian International School	1 566	265 (16.9%)	1 301 (83.1%)
Carmel School	280	15 (5.4%)	265 (94.6%)
Chinese International School	1 458	383 (26.3%)	1 075 (73.7%)
Christian Alliance International School	1 268	691 (54.5%)	577 (45.5%)
Christian Alliance PC Lau Memorial International School (Note 3)	/	/ /	/ /
Delia School of Canada	1 387	98 (7.1%)	1 289 (92.9%)
Discovery Bay International School	881	38 (4.3%)	843 (95.7%)
German Swiss International School (English)	789	171 (21.7%)	618 (78.3%)
German Swiss International School (German)	332	5 (1.5%)	327 (98.5%)
Harrow International School Hong Kong	1 170	394 (33.7%)	776 (66.3%)
Hong Kong Academy	577	57 (9.9%)	520 (90.1%)
Hong Kong International School	2 774	279 (10.1%)	2 495 (89.9%)
Hong Kong Japanese School	485	0 (0.0%)	485 (100.0%)
Kellett School	1 247	100 (8.0%)	1 147 (92.0%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	879	517 (58.8%)	362 (41.2%)
Korean International School (English)	433	185 (42.7%)	248 (57.3%)
Korean International School (Korean)	114	0 (0.0%)	114 (100.0%)
Lycée Francais International (English)	647	55 (8.5%)	592 (91.5%)
Lycée Francais International (French)	1 855	2 (0.1%)	1 853 (99.9%)
Nord Anglia International School, HK	888	195 (22.0%)	693 (78.0%)
Singapore International School(Hong Kong)	1 182	375 (31.7%)	807 (68.3%)
The Harbour School	296	41 (13.9%)	255 (86.1%)
Primary			
Beacon Hill School^	538	182 (33.8%)	356 (66.2%)
Bradbury School^	712	174 (24.4%)	538 (75.6%)
Clearwater Bay School^	720	162 (22.5%)	558 (77.5%)
Glenealy School^	358	70 (19.6%)	288 (80.4%)
Japanese International School (English)	170	30 (17.6%)	140 (82.4%)
Japanese International School (Japanese)	468	2 (0.4%)	466 (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	160 (17.9%)	735 (82.1%)
Kingston International School	257	191 (74.3%)	66 (25.7%)
Kowloon Junior School^	899	258 (28.7%)	641 (71.3%)
Lantau International School	241	14 (5.8%)	227 (94.2%)
Norwegian International School	132	44 (33.3%)	88 (66.7%)
Peak School^	349	49 (14.0%)	300 (86.0%)
Quarry Bay School^	720	217 (30.1%)	503 (69.9%)
Shatin Junior School^	898	454 (50.6%)	444 (49.4%)
International College Hong Kong Hong Lok Yuen (Primary Section)	299	116 (38.8%)	183 (61.2%)
The International Montessori School – an IMEF School	544	63 (11.6%)	481 (88.4%)
Think International School	193	126 (65.3%)	67 (34.7%)
Umah International Primary School	16	0 (0.0%)	16 (100.0%)
Yew Chung International School	869	625 (71.9%)	244 (28.1%)
Secondary			
Concordia International School	79	32 (40.5%)	47 (59.5%)
Island School^	1 106	335 (30.3%)	771 (69.7%)
King George V School^	1 818	294 (16.2%)	1 524 (83.8%)
Saint Too Sear Rogers International School	96	27 (28.1%)	69 (71.9%)
Shatin College^	1 202	565 (47.0%)	637 (53.0%)
The South Island School^	1 429	317 (22.2%)	1 112 (77.8%)
West Island School^	1 210	181 (15.0%)	1 029 (85.0%)
International College Hong Kong (New Territories)	288	121 (42.0%)	167 (58.0%)
Total	38 868	8 865 (22.8%)	30 003 (77.2%)

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Schools operated by the English Schools Foundation are indicated by (^).
- (3) The Christian Alliance PC Lau Memorial International School is under temporarily suspension for renovation starting from the 2017/18 school year. Its students have been transferred to the Christian Alliance International School to continue their study starting from the 2017/18 school year. The renovation works of the Christian Alliance PC Lau Memorial International School is expected to complete in the 2019/20 school year.

**Total number of students and proportion of local and non-local students
enrolled in international schools from the 2015/16 to 2017/18 school years**

School year	Total number of students	Total number of local students (as a percentage of total number of students)	Total number of non-local students (as a percentage of total number of students)
Primary			
2017/18	21 912	5 358 (24.5%)	16 554 (75.5%)
2016/17	21 093	4 556 (21.6%)	16 537 (78.4%)
2015/16	20 439	4 074 (19.9%)	16 365 (80.1%)
Secondary			
2017/18	16 956	3 507 (20.7%)	13 449 (79.3%)
2016/17	16 664	3 157 (18.9%)	13 507 (81.1%)
2015/16	16 530	2 931 (17.7%)	13 599 (82.3%)

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

**Highest, lowest and median annual tuition fees
charged by international schools in the 2017/18 school year**

	Primary	Secondary
Highest	\$197,220	\$231,300
Lowest	\$5,800	\$52,800
Median [*]	\$118,584	\$157,800

Note:

^{*} In deriving the median, the annual tuition fee chargeable for each grade by the school concerned is counted only once, irrespective of the number of students enrolled.

**Numbers of international school places, students enrolled and vacancies
in the 2017/18 school year**

	Number of school places		Number of students enrolled		Number of vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Hong Kong						
Central & Western	1 441	2 172	1 274	1 714	167	458
Wan Chai	1 860	1 375	1 662	1 182	198	193
Eastern	3 737	2 991	3 457	2 202	280	789
Southern	5 285	6 006	5 045	5 321	240	685
<i>Sub-total</i>	<i>12 323</i>	<i>12 544</i>	<i>11 438</i>	<i>10 419</i>	<i>885</i>	<i>2 125</i>
Kowloon						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	968	632	948	495	20	137
Kowloon City	4 377	2 771	4 055	2 555	322	216
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	996	860	969	753	27	107
<i>Sub-total</i>	<i>6 341</i>	<i>4 263</i>	<i>5 972</i>	<i>3 803</i>	<i>369</i>	<i>460</i>
New Territories						
Sai Kung	984	352	979	318	5	34
Sha Tin	900	1 264	898	1 202	2	62
Tai Po	1 691	24	1 237	6	454	18
North	-	338	-	288	-	50
Yuen Long	125	-	16	-	109	-
Tuen Mun	544	630	543	627	1	3
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-
Island	895	375	829	293	66	82
<i>Sub-total</i>	<i>5 139</i>	<i>2 983</i>	<i>4 502</i>	<i>2 734</i>	<i>637</i>	<i>249</i>
Total (rounded to the nearest 100)	23 800	19 800	21 900	17 000	1 900	2 800

Notes:

- (1) Figures include the English Schools Foundation (ESF) schools and other private international schools but exclude the special school operated by ESF.
- (2) Figures refer to position as at September 2017.
- (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 the schools concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB040

(Question Serial No. 2733)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Scheme), under which each participating school will receive a grant of \$150,000 per annum. The additional annual expenditure is estimated to be around \$170 million. What are the details? How many schools will be benefitted? At present, how many schools are participating in and how many students are benefitting from the Scheme? Has the effectiveness of the Scheme been reviewed? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHIANG Lai-wan (Member Question No. (LegCo use): 27)

Reply:

The Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide recurrent financial assistance (\$150,000 for the 2018/19 school year) and professional support (such as organising different thematic exchange activities, holding sharing sessions, offering advice and assistance on the exchange activities for schools, and collecting and disseminating good practices) for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. Having regard to their development needs, successful applicant schools may arrange exchange activities with their sister schools in the Mainland at the student, teacher and school management levels. It is anticipated that about 700 primary, secondary and special schools will participate in the Scheme in the 2018/19 school year. For the existing Pilot Scheme, 535 schools have been approved to participate. In the 2015/16 and 2016/17 school years, students' participation in sister school exchange activities under the Pilot Scheme exceeded 46 000. Participating schools are required to review annually whether the intended objectives of the exchange activities have been met and submit reports to the Education Bureau (EDB). Apart from scrutinising the reports from schools, the EDB has also commissioned an independent consultant to review the Pilot Scheme this school year to consolidate successful experiences in sister school exchange for schools' reference, so as

to facilitate the sustainable development of professional interflows among sister schools.
The review is still in progress.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 2734)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the new provision for special education from the Education Bureau, how much will be put on early identification of students with special educational needs, early intervention and early education?

Asked by: Hon CHIANG Lai-wan (Member Question No. (LegCo use): 28)

Reply:

Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion has been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for the recurrent expenditure. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education (IE), and supporting schools in enhancing promotion of life-wide learning, etc. Regarding measures for early identification and early support under IE, the Education Bureau (EDB) will continue to work with relevant government departments to provide appropriate support for students with special educational needs when they proceed to primary schooling. In addition, the EDB will enhance the implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties so that schools can identify Primary 1 students with learning difficulties and provide them with appropriate support at an early stage.

As the overall review of the work under IE mentioned above is still in progress, the financial implications cannot be assessed for the time being. The EDB will continue to uphold the principle of "Led by Professionals" and engage the sector and various stakeholders in the discussion of improvement measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB042

(Question Serial No. 2584)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated in Programme (6), the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. In this connection, would the Government advise this Committee of the following:

1. The number of Mainland exchange programmes arranged by the EDB for students and teachers, the number of students and teachers participating in these programmes, and the total amount of resources allocated by the EDB to the Mainland exchange programmes in 2017-18.
2. The estimated amount of resources to be allocated by the EDB to the Mainland exchange programmes for 2018-19 to enhance local students' and teachers' understanding about our nation.

Asked by: Hon CHOW Ho-ding, Holden (Member Question No. (LegCo use): 10)

Reply:

1. 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 every year. Students' participation in the programmes is on a voluntary basis. EDB also arranges professional exchange programmes for teachers. In 2017-18, the number of participants receiving subsidies for Mainland exchange programmes and the expenditure involved are shown below:

Financial Year	Number of Participants			Expenditure (\$ Million)		
	Secondary Students*	Primary Students*	Teachers**	Secondary Students	Primary Students	Teachers
2017-18 ⁺	36 500	23 400	660	51.2	19.7	3.2

+ Provisional figures

* Rounded down to the nearest hundred

** Rounded down to the nearest ten

2. In 2018-19, the estimated amount of \$114.8 million and \$4.30 million will be allocated for providing exchange programmes to Mainland for students and teachers respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB043****(Question Serial No. 1035)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (520) Vocational Training CouncilProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the state of the Vocational Training Council (VTC), would the Government please provide the following information:

- (a) the number of programmes offered by and the amount of funding allocated to each member institution of the VTC in the past 3 years and their projection for 2018-19; and
- (b) a breakdown of the number of staff of the VTC to date by type of position, mode of employment, salary level and years of service; and the percentage share of the total salary of these staff in the expenditure of the VTC.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 57)Reply:

- (a) The number of subvented programmes offered by the Vocational Training Council (VTC) from the 2015/16 to 2018/19 academic years (AY) is tabulated as follows:

Mode of study	Programme	2015/16 AY	2016/17 AY	2017/18 AY	2018/19 AY
				(Provisional)	(Planned)
Full-time	Higher Diploma	152	124	120	115
	Diploma of Foundation Studies	9	10	11	9
	Diploma Yi Jin	21	27	25	19
	Diploma of Vocational Education	32	32	32	34
	Diploma of Vocational Baccalaureate	-	-	-	2
	Other	28	20	21	24

	Diploma/Certificate				
Part-time	Higher Diploma	52	44	43	45
	Diploma of Foundation Studies	5	5	4	5
	Diploma of Vocational Education	19	17	17	28
	Certificate of Vocational Education	12	12	12	23
	Other Diploma/Certificate	6	7	7	7
Total		336	298	292	311

The amount of funding provided by the Education Bureau to the VTC for vocational and professional education is about \$2.3 billion annually in the past 3 years. The VTC does not have a breakdown of the funding amount by programme.

(b) To date, the number of staff of the VTC is listed in the table below:

Staff type	Number of staff employed under						Total number of staff
	Old Remuneration Package		New Remuneration Package		Short-term Contract		
	Less than 5 years	5 years or above	Less than 5 years	5 years or above	Less than 5 years	5 years or above	
Teaching	0	610	579	1 101	414	57	5 830
Administrative and supporting	0	992	883	791	379	24	

The total annual salary of the staff concerned accounts for 75% of the VTC's expenditure.

- End -

CONTROLLING OFFICER'S REPLY**EDB044****(Question Serial No. 2851)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the numbers of kindergartens and kindergarten-cum-child care centres joining the Kindergarten Education Scheme in the 2017/18 school year by district, learning mode (half-day/whole-day/long whole-day), number of pupils, monthly fee and teacher-to-pupil ratio; and the percentage among the total number of kindergartens in Hong Kong.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 59)

Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. In the 2017/18 school year, a total of 748 KGs and kindergarten-cum-child care centres (collectively referred to as KGs) have joined the Scheme, accounting for about 97% of the 773 eligible KGs (i.e. local non-profit-making (NPM) KGs) in the territory. In terms of the 1 030 KGs in Hong Kong (i.e. including the eligible KGs mentioned above, local private independent (PI) KGs and non-local KGs), KGs joining the Scheme account for about 73%. The number and percentage of KGs joining the Scheme by District Council district are tabulated in Appendix 1; the number and percentage by school type (i.e. operating half-day (HD), whole-day (WD), and/or long WD (LWD) classes) are tabulated in Appendix 2; the number and percentage by number of students are tabulated in Appendix 3. As to their respective number and percentage by school fee and teacher-to-pupil (TP) ratio, and their percentage share in the total number of KGs in Hong Kong, considering that KGs joining the Scheme receive substantial subsidy from the Government and their TP ratio is subject to the terms of the Scheme, it is inappropriate to present the situation in terms of percentages by comparing KGs joining the Scheme with KGs in Hong Kong. We consider it more appropriate to present the information separately for KGs joining the Scheme and KGs in Hong Kong. In this connection, the number of KGs joining the Scheme and collecting school fee, the lowest annual school fee, the highest annual school fee, median annual school fee and weighted average annual school fee and the respective situation of KGs in Hong Kong are tabulated in Appendix 4; while the TP ratio of KGs joining the Scheme and local KGs are tabulated in Appendix 5.

Number of KGs joining the Scheme
by District Council district in the 2017/18 school year

District	Number of KGs joining the Scheme	Number of KGs in Hong Kong (by District)	Percentage of KGs joining the Scheme
Central & Western	24	47	51.1%
Wan Chai	14	33	42.4%
Eastern	56	82	68.3%
Southern	18	42	42.9%
Sham Shui Po	42	51	82.4%
Yau Tsim Mong	27	41	65.9%
Kowloon City	44	101	43.6%
Wong Tai Sin	45	48	93.8%
Kwun Tong	70	76	92.1%
Tsuen Wan	33	41	80.5%
Tuen Mun	59	66	89.4%
Yuen Long	70	78	89.7%
North	43	48	89.6%
Tai Po	24	37	64.9%
Sha Tin	58	81	71.6%
Sai Kung	41	61	67.2%
Islands	23	35	65.7%
Kwai Tsing	57	62	91.9%

Note: KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

Number of KGs joining the Scheme and
their percentage share in KGs of Hong Kong
by school type (i.e. operating HD, WD, and/or LWD classes)
in the 2017/18 school year

Class	Number of KGs joining the Scheme (Note 1)	Total number of KGs in Hong Kong (Note 1, 2)	Percentage share of KGs joining the Scheme
Operating HD class	510	772	66.1%
Operating WD class	354	450	78.7%
Operating LWD class	246	246	100%

Note:

- (1) KGs with both HD and WD/LWD classes will be counted under the columns of HD, WD and LWD classes at the same time.
- (2) KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

Number of KGs joining the Scheme and
their percentage share in KGs of Hong Kong
by number of students in the 2017/18 school year

Number of students	Number of KGs joining the Scheme	Number of KGs in Hong Kong (Note)	Percentage share of KGs joining the Scheme
Less than 90	172	315	54.6%
91 to 180	284	338	84.0%
181 to 270	152	188	80.9%
More than 270	140	189	74.1%

Note: KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.

Number of Scheme KGs collecting school fee and number of KGs in Hong Kong by school type (i.e. operating HD, WD, and/or LWD classes) and their respective lowest annual school fee, highest annual school fee, median annual school fee and weighted average annual school fee in the 2017/18 school year

(1) Number of KGs

Class	Number of Scheme KGs collecting school fee	Number of KGs in Hong Kong (Note 1)
HD class	31	772
WD class	321	450
LWD class	212	246

(2) School fee of KGs joining the Scheme

Class	Lowest annual school fee (\$) (Note 2)	Highest annual school fee (\$) (Note 2)	Median annual school fee (\$) (Note 2)	Weighted average annual school fee (\$) (Note 2)
HD class	100	9,500	2,900	3,000
WD class	200	25,900	7,300	8,100
LWD class	900	22,500	11,400	11,000

(3) School fee of local NPM KGs not joining the Scheme

Class	Lowest annual school fee (\$) (Note 2)	Highest annual school fee (\$) (Note 2)	Median annual school fee (\$) (Note 2)	Weighted average annual school fee (\$) (Note 2)
HD class	22,400	61,000	35,700	36,100
WD class	38,300	181,700	71,400	80,600

(4) School fee of local PI KGs

Class	Lowest annual school fee (\$) (Note 2)	Highest annual school fee (\$) (Note 2)	Median annual school fee (\$) (Note 2)	Weighted average annual school fee (\$) (Note 2)
HD class	27,600	106,200	57,500	59,100
WD class	35,300	140,000	78,500	72,800

(5) School fee of non-local KGs

Class	Lowest annual school fee (\$) (Note 2)	Highest annual school fee (\$) (Note 2)	Median annual school fee (\$) (Note 2)	Weighted average annual school fee (\$) (Note 2)
HD class	27,600	146,600	76,000	77,200
WD class	47,800	181,700	115,200	122,100

Note:

- (1) KGs in Hong Kong include local NPM KGs eligible for joining the Scheme as well as local PI KGs and non-local KGs which are ineligible for joining the Scheme.
- (2) Numbers are rounded to the nearest 100. KGs with both HD and WD/LWD classes will be counted under the columns of HD, WD and LWD classes at the same time.

TP ratio of KGs joining the Scheme and all local KGs in the 2017/18 school year

(1) TP ratio of KGs joining the Scheme

	KGs operating HD class only	KGs operating WD class only (except Former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.6	1:9.1	1:11.7	1:9.8
Average ratio in afternoon session	1:9.4	1:9.2	1:8.5	1:9.8

(2) TP ratio of all local KGs

	KGs operating HD class only	KGs operating WD class only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:11.2	1:10.2	1:11.8	1:9.8
Average ratio in afternoon session	1:9.3	1:10.2	1:8.5	1:9.8

Note:

- (1) Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the Education Bureau in September of the respective school years.
- (2) Under the new Scheme, the number of teachers a KG needs to employ to meet the required overall TP ratio of 1:11 as calculated based on the total number of pupils in all of its classes as at mid-September. KG may flexibly deploy teachers to take up duties in different sessions of the day.
- (3) Only teachers holding Certificate in Early Childhood Education are included (principal not included).
- (4) Local KGs in Hong Kong include local NPM KGs eligible for joining the Scheme and local PI KGs which are ineligible for joining the Scheme.
- (5) FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB045****(Question Serial No. 2852)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

By academic disciplines, please list the number of vocational education programmes (full-time/part-time) provided by the Vocational Training Council in the past three school years, the amount of funding involved and their numbers of intakes.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 60)Reply:

A breakdown of the number of subvented vocational education programmes (full-time/part-time) offered by the Vocational Training Council (VTC) and their number of intakes in the past 3 academic years by academic discipline is set out below:

Mode of Study	Programme	Discipline	Number of Vocational Education Programmes			Number of Intakes of Vocational Education Programmes		
			15/16	16/17	17/18	15/16	16/17	17/18
			Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
					(Provisional)			(Provisional)
Full-time	Higher Diploma	Applied Science	22	22	20	1 484	1 382	1 168
		Business Administration	32	28	25	2 065	1 784	1 262
		Childcare, Elderly and Community Services	4	3	5	729	798	872
		Design	29	27	25	2 803	2 732	2 206
		Engineering	32	23	22	3 191	3 166	2 545
		Hotel, Service and Tourism Studies	12	9	9	2 034	1 942	1 717
		Information Technology	21	12	14	1 459	1 449	1 355
	Diploma of Foundation Studies		9	10	11	6 394	5 401	6 068
	Diploma Yi Jin		21	27	25	420	337	304

	Diploma of Vocational Education		32	32	32	4 240	4 458	3 799
	Other Diplomas/Certificates		28	20	21	1 052	1 044	1 175
Part-time	Higher Diploma/ Diploma/ Certificate	Engineering	34	35	37	2 417	2 330	2 354
		Information Technology	6	5	4	13	52	74
		Other Disciplines	18	11	9	42	10	0
	Diploma of Foundation Studies		5	5	4	296	207	257
	Diploma of Vocational Education		19	17	17	746	876	793
	Certificate of Vocational Education		12	12	12	844	933	895
<u>Total</u>			<u>336</u>	<u>298</u>	<u>292</u>	<u>30 229</u>	<u>28 901</u>	<u>26 844</u>

The amount of funding provided by the Education Bureau to the VTC for vocational and professional education is about \$2.3 billion annually in the past 3 years. The VTC does not have a breakdown of the funding amount by academic discipline.

- End -

CONTROLLING OFFICER'S REPLY

EDB046

(Question Serial No. 2853)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2018-19, the Government stated that it would set up a new task force to review the promotion of vocational and professional education and training. In this connection, would the Government please advise this Committee of the following:

- a. when the task force will be formally set up and the objectives of its establishment;
- b. the membership and term of service of the task force; whether the membership includes representatives from staff unions; if no, what are the reasons; and
- c. the work areas of the task force and the provisions involved.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 64)

Reply:

The Government will set up a Task Force on Promotion of Vocational and Professional Education and Training (VPET) (Task Force) to review how VPET can be better promoted to cater for students' abilities and interests; and how to foster closer business-school collaboration to meet the manpower needs of Hong Kong. The Government are working out details for the setting up of the Task Force, including the terms of reference and membership list and it will be established shortly.

The Education Bureau will provide secretariat service for the Task Force using existing manpower resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB047

(Question Serial No. 2854)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Pilot Training and Support Scheme (Pilot Scheme), would the Government advise this Committee of the following:

- a. a breakdown of the number of participants since the launch of the Pilot Scheme by type of programme and industry;
- b. the Administration's publicity and promotional efforts for the implementation of the Pilot Scheme in 2017-18; and measures taken to assess the effectiveness of such efforts; and
- c. the amount of funding and staffing arrangement involved in regularising the Pilot Scheme.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 65)

Reply:

- a. The Government has implemented the Pilot Training and Support Scheme (Pilot Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year (AY). Under the collaboration of the Government and participating industries, the Scheme has integrated structured apprenticeship training programmes and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. As at 28 February 2018, the Pilot Scheme has benefitted close to 3 500 trainees. A breakdown of the number of new beneficiaries each year by type of programme and industry is tabulated below:

		Number of new beneficiaries			
	Industry	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (As at 28 February 2018)
Higher Diploma (Technician) Apprentice	Testing and Certification	-	21	15	14
	Medical Centre Operations	-	-	12	4
	Electrical & Mechanical Engineering and Construction	8	314	249	262
Diploma (Craft) Apprentice	Electrical & Mechanical Engineering and Construction	277	573	740	609
	Watch and Clock	-	12	10	5
	Printing	-	7	7	8
	Automobile	-	81	113	133
	Sub-total	285	1 008	1 146	1 035
	Total	3 474			

- b. The VTC has been publicising and promoting the Pilot Scheme with a view to attracting more young people to participate. Such promotion efforts include revamping promotional leaflets, posters and website of the Pilot Scheme, introducing the Pilot Scheme to schools and organisations, participating in job fairs and education exhibitions, placing advertisements in newspapers and strengthening advertising on new media platforms such as YouTube, etc.

Apart from the above, the VTC has also taken active steps to promote the Pilot Scheme to various industries. First launched in the electrical and mechanical industry and construction industry, the Pilot Scheme now covers industries of: electrical & mechanical engineering and construction, printing, automobile, watch and clock, testing and certification, medical centre operations, etc. The number of participating employers has been increased to 250, which indicates that the publicity and promotional efforts made are effective to a certain extent.

- c. The provision for the Pilot Scheme is used to cover the allowance granted to trainees. Up to 2017-18, the total provision disbursed to VTC to cover allowances is approximately \$120 million. The Government considers that the Pilot Scheme should be regularised. A review on the implementation of the Pilot Scheme will be conducted this year and the Government will explore with the VTC ways to enhance relevant arrangements under the Pilot Scheme. The arrangements of regularisation will be determined based on the outcome of the review.

- End -

CONTROLLING OFFICER'S REPLY**EDB048****(Question Serial No. 2855)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide, by age, gender, educational qualification, pay level, district and school type, the number of laboratory technicians serving at secondary schools and the percentage of expenditure on their emoluments in the total school expenditure in the past 3 school years.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 66)Reply:

The ranks of laboratory technicians for secondary schools include Laboratory Technician I and Laboratory Technician II/III with salary points at 22-28 (i.e. \$40,505 - \$53,300) and 4-21 (i.e. \$15,055 - \$38,675) respectively. The number of laboratory technicians in the 2015/16, 2016/17 and 2017/18 school years by district and school type is tabulated below:

District		Number of laboratory technicians in the 2015/16 school year		Number of laboratory technicians in the 2016/17 school year		Number of laboratory technicians in the 2017/18 school year	
		Government secondary school	Aided secondary school & caput school	Government secondary school	Aided secondary school & caput school	Government secondary school	Aided secondary school & caput school
Hong Kong Island	Central and Western	4	22	4	22	3	21
	Eastern	11	61	11	57	9	52
	Islands	1	16	1	16	2	15
	Southern	0	26	0	25	0	27
	Wan Chai	9	23	9	27	7	26
Kowloon	Kowloon City	4	72	4	72	4	69
	Kwun Tong	5	59	5	59	4	62
	Sai Kung	3	43	3	43	2	39
	Sham Shui Po	3	41	3	41	2	37
	Wong Tai Sin	2	55	2	55	2	52
	Yau Tsim Mong	5	35	5	35	5	32

District		Number of laboratory technicians in the 2015/16 school year		Number of laboratory technicians in the 2016/17 school year		Number of laboratory technicians in the 2017/18 school year	
		Government secondary school	Aided secondary school & caput school	Government secondary school	Aided secondary school & caput school	Government secondary school	Aided secondary school & caput school
New Territories East	North	4	44	4	44	4	43
	Sha Tin	5	91	5	91	4	91
	Tai Po	2	43	2	43	2	42
New Territories West	Kwai Tsing	0	77	0	77	0	71
	Tsuen Wan	3	35	3	35	3	33
	Tuen Mun	6	80	6	80	5	78
	Yuen Long	12	74	12	74	9	74

The Education Bureau does not have the data of age, gender and educational qualification of all laboratory technicians in Hong Kong and the percentage of the expenditure on their emoluments in the total school expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB049

(Question Serial No. 2961)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise the following:

1. What was the expenditure on pay and allowances for the Secretary for Education, the Under Secretary for Education and the Political Assistant respectively for the past 5 years? What is the estimated expenditure for the coming year?
2. What are the details of the vacant positions to be filled in the coming year?
3. 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, size of the entourage and the expenditure involved.

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

Reply:

1. The salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education from 1 April 2013 onwards is as follows:

	<u>Salary (\$million)</u>				
	2013-14	2014-15	2015-16	2016-17	2017-18
Secretary for Education	3.38	3.42	3.58	3.58	3.90
Under Secretary for Education	2.20	2.22	2.33	2.33	2.31*
Political Assistant to Secretary for Education	1.18	1.20	1.25	1.25	1.16#

* The post was vacant from 1 July 2017 to 1 August 2017.

The post was vacant from 1 July 2017 to 22 August 2017.

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 2018-19 are around \$4 million, \$2.6 million and \$1.4 million respectively.

2. It is expected that no vacancy needs to be filled in the Office of the Secretary for Education in 2018-19.

3. Information about duty visits outside Hong Kong made by the Secretary for Education and the Under Secretary for Education in 2016-17 and 2017-18 is at Annexes A and B respectively.

**Duty visits outside Hong Kong made by
Secretary for Education (SED)**

(1) From 1 April 2016 to 30 June 2017

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 delegation 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 officials of the Shenzhen Municipal Education Bureau, and to 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 & 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting, and to 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 & 18 August 2016	Beijing	To have meetings with officials of 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)	Size 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 officials of 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 & 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)	Size 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 & 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 & 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 & 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 cooperation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 & 15 February 2017	Beijing	To have meetings with officials of 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 cooperation, 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 & 11 March 2017	Haikou	To have a meeting with officials of 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
20 to 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote cooperation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting cooperation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2	14,896	84,367	43,788	143,051
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 University Grants Committee-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no over-night stay	No air passage (by car)	7,646	7,646

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education cooperation, with a view to providing a foundation for further cooperation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education cooperation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education cooperation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2018

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) 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 such factors as 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. Subsistence allowance was 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 transport.
- (5) The expenses for the visit made on 20 and 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 (US(Ed))**

(1) From 1 April 2016 to 30 June 2017

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 & 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and to 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 education sector of Hong Kong to participate in professional exchange 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
17 to 19 April 2017	Nanjing	To attend the working meeting on the Exchange Programme for Teachers and Students of Higher Education Institutions in the Mainland, Hong Kong and Macau 2017	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	9,750	4,225	13,975

(2) From 1 July 2017 to 8 March 2018

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
28 September to 1 October 2017	Beijing	To lead the National Day Delegation from the Educational Sector of Hong Kong to participate in educational exchange activities in Beijing	1	- [Hotel accommodation sponsored by the Ministry of Education and the sponsored amount is not available]	13,774	8,544	22,318
19 to 25 February 2018	USA	To visit information technology companies in the Silicon Valley, USA to learn about the latest development of e-learning	-	11,000	57,910	6,106	75,016

Notes:

- (1) The Under Secretary for Education would meet local students from Hong Kong where possible.
- (2) 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 such factors as 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. Subsistence allowance was 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 transport.

- End -

CONTROLLING OFFICER'S REPLY

EDB050

(Question Serial No. 2962)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated under the Matters Requiring Special Attention in 2018-19, the Administration will enhance funding support to kindergartens to improve their accommodation and facilities. In this connection, would the Administration inform this Committee of the provision earmarked for improving accommodation and facilities of kindergartens and the details?

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

Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. Under the new Scheme, KGs joining the Scheme may better maintain their school premises and facilities by deploying the premises maintenance grant (Note 1) and/or relevant portion of the basic unit subsidy (Note 2) as appropriate. The estimated expenditure on the premises maintenance grant in 2018-19 is \$23 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.

In addition, to improve school premises and facilities of KGs, the recommended schedule of accommodation (SoA) for KGs has also been revised with indoor floor area for each student increased by 20%. The new facilities include multi-purpose room/area, a small group teaching room, etc.. In future, when reserving space in developing new KGs in public housing estates, the Government will in principle take into account the demand for KG places and the revised SoA to reserve space for KG premises. At the same time, we are reviewing the relevant part of the Hong Kong Planning Standards and Guidelines to increase the provision of KG places, in particular whole-day (WD) places to support working parents. Currently, the provision of KG places is 730 half-day (HD) and 250 WD places for every 1 000 children in the age group of 3 to under 6. As a long-term goal, we propose to progressively revise the standard to 500 HD and 500 WD places. This proposal has been circulated to the bureaux/departments concerned. Upon endorsement, the revised

standard will be applied to new public housing estates and large-scale private development projects, and the revision will increase the number and size of new KGs in the districts concerned. The afore-mentioned measures have been subsumed under the overall expenditure of EDB, and therefore a breakdown of expenditure is not available.

Notes:

1. KGs joining the Scheme operating in self-owned school premises or premises owned by their school sponsoring bodies with the KGs paying no rent or nominal rent are eligible for the premises maintenance grant to alleviate the financial burden arising from major repairs. For KGs operating in rented premises, as major repairs should be the responsibility of the owner rather than the KG tenants, this subsidy is considered not necessary.
2. For internal renovation that does not fall under the owners' responsibility, KGs joining the Scheme may charge the expenditure to the basic unit subsidy for the provision of HD service and the additional subsidy for WD and long WD services. Such expenditure has been incorporated as part of the operating cost in calculating the subsidy rates.

- End -

CONTROLLING OFFICER'S REPLY

EDB051

(Question Serial No. 2964)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Scheme), please advise of the following:

1. In the reply EDB182 of the Examination of Estimates of Expenditure 2017-18, the Government mentioned that it would commission an independent consultant to conduct an overall review of the effectiveness of the Scheme in the 2017/18 school year. What is the progress of the review? What are the expenditure and manpower arrangements involved?
2. Is the decision about the regularisation of the Scheme made before the completion of the review? If yes, what are the reasons?
3. What are the estimated expenditure and manpower arrangements for regularising the Scheme?

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 12)

Reply:

1. and 2.

Since the 2015/16 school year, the Education Bureau (EDB) has implemented the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Pilot Scheme) to provide financial and professional support for local public sector and Direct Subsidy Scheme primary, secondary and special schools that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities.

The EDB has all along collected views from schools in Hong Kong that have formed sister schools with their counterparts in the Mainland through different means, such as scrutiny of the Pilot Scheme exchange reports submitted by schools, anonymous surveys, sharing sessions and seminars conducted from time to time, as well as day-to-day contacts.

Schools are positive about the Sister School Scheme and the Pilot Scheme. They consider the schemes useful in helping teachers and students gain a better understanding about the education in the Mainland, facilitating cultural interflows, expanding schools' network, enhancing teachers' professionalism and broadening students' horizons. In addition, quite a number of schools hoped that the EDB could announce as soon as possible the post-Pilot Scheme arrangements, including those relating to financial assistance and professional support, so that schools could make early plans for sister school exchange activities in the next few years, with a view to facilitating teachers' professional development and enriching students' learning experiences for the benefits of both teachers and students. In response to the calls of the sector, we will therefore regularise the Pilot Scheme starting from the 2018/19 school year. We hope that this initiative can further facilitate the exchange among sister schools and enable more teachers and students to join in.

The EDB planned to commission an independent consultant in the 2017/18 school year to review the effectiveness of the Pilot Scheme. However, as schools were generally positive about the Pilot Scheme and keen to know the post-Pilot Scheme arrangements as soon as possible, the EDB decided to regularise the Pilot Scheme and raise the amount of grant at schools' request. The independent consultant will instead focus on identifying the successful outcomes and areas for improvement of the Sister School Scheme, so that the experience consolidated can provide reference for schools. The expenditure involved is about \$860,000. The independent consultant will collect views and data through questionnaire surveys, and focus group discussions and in-depth interviews with relevant stakeholders. The review is still in progress. The EDB is using its existing resources to carry out the relevant work. As the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is therefore not available.

3.

The expenditure involved in the regularisation of the Pilot Scheme is \$170 million per year. We plan to create civil service posts under the established mechanism to carry out the work.

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 2965)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Last year, the Bureau stated that the enhanced School-based Educational Psychology Service (SBEPS) would cover about 80 primary and secondary schools by the 2017/18 school year to progressively improve the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs.

(1) How many public sector schools with a large number of students with special educational needs have been covered by the enhanced SBEPS? Has the Bureau met its target of 80 schools stated last year? If no, what is the reason for the delay in meeting the target?

(2) What criteria are adopted by the Bureau to determine whether a public sector school has admitted a large number of students with special educational needs? What is the definition of "a large number"?

(3) What is the ratio of educational psychologist to school on average? What are the manpower and expenditure involved? Please provide the figures for the last 2 years for comparison.

(4) There is a shortage of educational psychologists and the Bureau has stated that it would consider ways to increase the supply of educational psychologists, including liaising with universities. Will the Bureau carry out any related work in the coming year?

(5) Please provide details of the work in providing all public sector primary and secondary schools with the SBEPS in the coming year, and the estimated expenditure and manpower resources involved.

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

Reply:

(1) to (5)

In the 2017/18 school year, a total of 454 public sector primary schools and 389 public sector secondary schools ^(Note) are provided with the School-based Educational Psychology Service (SBEPS), with one educational psychologist (EP) serving 6 to 10 schools (including both primary and secondary schools). EPs pay regular visits to schools to provide service at the school system, teacher support and student support levels, including provision of assessment and guidance services for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and measures for supporting students with diverse educational needs.

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 (SEN) from the 2016/17 school year. Specifically, the Education Bureau (EDB) has accorded priority to schools with reference to various factors including the number of students with SEN, its proportion to the student population of the school, the number of students requiring individual support, and the specific conditions of schools, etc. The enhanced provision has covered 80 primary and secondary schools in the 2017/18 school year as planned, and will extend to about 120 primary and secondary schools by the 2018/19 school year.

The number of EPs involved in the provision of the SBEPS from the 2015/16 to 2017/18 school years is 114, 138 and 144 respectively, and is estimated to be 151 in the 2018/19 school year. The expenditures for the provision of the SBEPS to public sector schools are tabulated below:

School Year	2015/16	2016/17	2017/18 (Revised Estimate)	2018/19 (Estimate)
Expenditure (\$million)	103	119	156	163

EDB will continue to keep in view the service needs of schools as a whole and the supply of EPs in the market, and has been liaising with the local universities for feasible options to increase the number of EP training places in order to meet the manpower demand.

Note: The number of secondary schools excludes three schools which only provide courses for students from other schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB053

(Question Serial No. 2966)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the following:

1. The Bureau indicates that it will continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools though the overall Secondary 1 student population is going to rebound progressively. Please provide the details, including the expenditure and manpower arrangement involved.
2. The Bureau also indicates that there will be a decrease of 25 posts in the coming year. What are the relevant details?

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 14)

Reply:

1. To facilitate the sustainable development of schools and maintain the stability and strength of the teaching force, the Education Bureau (EDB) will continue to implement a series of targeted relief measures which has been launched since the 2013/14 school year though the overall Secondary 1 (S1) student population is going to rebound progressively. In gist, the targeted relief measures include:
 - i. 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 the number of 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
 - ii. allowing aided secondary schools with surplus teachers arising from reduction of S1 classes from the 2013/14 to 2017/18 school years, if necessary, to apply for extending the retention period of the surplus teachers concerned up to the 2018/19 school year.

The expenditure for putting in place the targeted relief measures is subsumed under the overall expenditure of the EDB, and a breakdown of the estimated expenditure in this regard is not available.

2. The decrease of 25 posts under Programme (4) in 2018-19 is the net result of the planned creation of 11 posts and planned deletion of 36 posts. The breakdown of the above posts by rank is as follows -

<u>Rank</u>	<u>Posts to be created</u>
Assistant Education Officer	10
Clerical Assistant	1
Sub-total (A):	11

<u>Rank</u>	<u>Posts to be deleted</u>
Principal II	-1
Senior Education Officer	-1
Education Officer	-16
Assistant Education Officer	-16
Laboratory Technician I	-1
Assistant Clerical Officer	-1
Sub-total (B):	-36
Net total [(A)+(B)]:	-25

The net deletion of 25 posts is mainly for adjusting teaching staff requirements in government secondary schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB054

(Question Serial No. 2967)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Below are questions regarding special education:

1. Teachers with teacher training and special education training qualification only account for around 70% of teachers in special schools. In light of this, what will the Administration do to encourage or help teachers receive special education training? Please provide the details and expenditure involved.
2. There has been a downward trend in the number of schools provided with school-based professional support in recent years. What are the reasons? Please provide the details of the expenditure and staffing arrangement involved for the past 2 years.
3. As stated under the Matters Requiring Special Attention in 2017-18, the Administration will continue to enhance provision of occupational therapist and speech therapist. Please provide relevant details, including the estimated expenditure and staffing arrangement involved.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 15)

Reply:

1. To enhance the professional capacity of teachers in supporting students with special educational needs (SEN), the Education Bureau (EDB) has been providing serving teachers in both mainstream schools and special schools with structured training courses 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 schools are provided with grants for employing supply teachers accordingly. The estimated expenditure for TCSST for the 2018/19 school year is about \$5.4 million. As the

expenditure for BAT Courses is within the overall expenditure, we are not able to calculate the share of special school teachers in the estimated expenditure for the 2018/19 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 related to 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 in order to organise appropriate courses for enhancement of their professional competence.

2. EDB provides special schools with diversified school-based professional support services including on-site professional support provided by support sections of EDB and projects financed by the Education Development Fund. 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 slightly varies across years. In the 2016/17 and 2017/18 school years, there were 36 and 34 special schools receiving the support services respectively. The relevant expenses and manpower resources are subsumed under the overall expenditure of EDB and/or different Funds, a breakdown of expenditure by item is not available.

3. Starting from the 2017/18 school year, EDB provides occupational therapists (OT) and occupational therapist assistants (OTA) to schools for children with mild intellectual disability, schools for children with moderate intellectual disability, the school for children with visual impairment (VI) and the school for children with hearing impairment so that these allied health professionals may provide necessary support to students displaying weaknesses in fine motor skills and hand-eye co-ordination. 1 OT II and 1 OTA are provided to special schools under the above categories operate 6 or more approved classes. In the 2017/18 school year, a total of 34 special schools have benefited from the measure. It is expected that the same number of schools will benefit in the 2018/19 school year and the estimated additional annual expenditure will be around \$30 million.

Starting from the 2017/18 school year, EDB provides 1 speech therapist to the school for children with VI and schools for social development, allowing these schools to develop and implement comprehensive and tailored support scheme to cater for the students with speech and language impairment. In the 2017/18 school year, a total of 9 special schools have benefited from the measure. It is expected that the same number of schools will benefit in the 2018/19 school year and the estimated additional annual expenditure will be around \$5.7 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 2968)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Questions on matters relating to other educational services and subsidies are as follows:

1. Please provide details of the paid non-local study leave scheme for serving secondary school teachers currently implemented by the Bureau, such as the expenditure involved, number of participating teachers, maximum level of grant per teacher, list of places of study and length of programmes.
2. Please provide details of the Student Activities Support Fund which will be set up by the Bureau, such as the estimated expenditure involved, manpower arrangement, estimated number of needy student beneficiaries, contents of what is called "life-wide learning activities". Besides, what is the difference between the Student Activities Fund and School-based After-school Learning and Support Programmes under which financial assistance and support are provided to needy students to participate in after-school activities?

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 16)

Reply:

(1) The "i-Journey" Paid Non-local Study Leave Scheme (the Scheme) for Secondary School Teachers is a three-year pilot scheme rolled out in the 2017/18 school year, which will benefit some 150 teachers. Participating teachers will be given 7 to 9 weeks' paid study leave, which includes 4 to 6 weeks of overseas learning activities and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiative/research proposals. Participating teachers will receive full salary and their course fees as well as passage between Hong Kong and the locations of study will also be fully sponsored by the Government. Funding for the employment of supply teachers covering participants' whole study leave periods will be provided for their schools.

There are 3 programmes in the first phase of the Scheme, with 50 participating teachers. Their overseas experience will take place from April to June, 2018. The details are as follows:

Programme	Location	Participants
A(1) Interdisciplinary Learning & Entrepreneurship Education	Helsinki & Jyväskylä, Finland	15
A(2) Catering for Students with Special Educational Needs (SEN)	Melbourne, Australia	20
A(3) STEM Education	Exeter, The United Kingdom	15

An annual budget of \$9.3 million, totalling \$28 million for 3 years, has been earmarked. Since the programme has yet to finalise all expenditure items, the amounts of subsidies for each participating teacher are unavailable at the present stage.

(2) As the Hong Kong Jockey Club Life-wide Learning Fund is coming to an end, the Government has earmarked \$2.5 billion to set up a new Student Activities Support Fund (SAS Fund) to continue to provide support for students with financial needs to participate in life-wide learning activities. The investment income of the SAS Fund will be used to subsidise public sector schools and schools under the Direct Subsidy Scheme in providing support for primary and secondary students with financial needs to participate in life-wide learning activities organised or recognised by the schools with a view to promoting whole-person development. The mode of operation of the SAS Fund will mainly make reference to the current practices of the Hong Kong Jockey Club Life-wide Learning Fund. The initial plan is that the amount of provision for each school will be calculated based on the number of its students receiving the Comprehensive Social Security Assistance and the number of those on full grant under the School Textbook Assistance Scheme. There will be two different subsidy rates for primary and secondary students respectively in the calculation of the subsidy. We are currently formulating the operational details of the SAS Fund, and will consult the Legislative Council in due course. The relevant operating and manpower expenses of the SAS Fund will be subsumed under the overall expenditure of EDB and a breakdown is not available. Life-wide Learning refers to student learning in real contexts and authentic settings. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. Life-wide learning activities organised or recognised by schools may include interest classes and group activities, appreciation of art performances and concerts, and community services, etc. EDB has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year for providing public sector schools as well as schools under the Direct Subsidy Scheme and non-governmental organisations with the School-based Grant and Community based Project Grant respectively to organise school-based and community-based activities for the needy students. The provision of the Programme is complementary in nature and aims to support the needy students to participate in after-school activities with a view to facilitating their whole-person development and personal growth. A wide range of activities are organised, including homework tutorials, other after-school activities and skills training, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 2969)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention, it is mentioned that the Administration will continue to:

1. provide more Mainland exchange opportunities for primary and secondary school students. Please provide the relevant details, including the estimated expenditure involved and manpower arrangements.
2. develop a variety of learning and teaching resources for promoting Basic Law education. Please provide (a) the relevant details, including the estimated expenditure involved and manpower arrangements; and (b) the details of various learning and teaching resources the Education Bureau developed for the promotion of Basic Law education in the past 3 years, including the names of the departments and/or bodies responsible for the development of the relevant resources, names of the resources, expenditure involved and manpower arrangements, etc.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 17)

Reply:

1. The Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidies those organised by schools, that dovetail with the school curriculum and the latest development of our country. With diversified themes and destinations, these programmes 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. The estimated expenditure on subsidies to primary and secondary school students for Mainland exchange is 114.8 million in 2018-19. The manpower resources required are subsumed under recurrent expenditure of EDB.
2. EDB has continuously enriched and updated the learning and teaching resources for Basic Law education in order to keep abreast of the latest state of curriculum development.

In 2015, EDB developed the “Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) (e-book and e-platform versions)” and the “Basic Law Audio-visual Learning and Teaching Package” for junior secondary school students, as well as the “Effective Use of ‘Let’s Learn the Basic Law’ Learning Package” for primary schools. In 2016 and 2017, EDB developed the “Development of Learning and Teaching Strategies and Resources to facilitate Students’ Deep Learning of the Basic Law through Community Study”, online learning and teaching resources for the “Constitution and the Basic Law” module, “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers” and the “Basic Law Online Course for Secondary School Students’ Self-directed Learning” for secondary schools. EDB also provided primary schools with the “Learning and Teaching Resource CD for Primary General Studies (History and Culture Series)”. The “Basic Law Audio-visual Learning and Teaching Package (Senior Primary)” will be released for teachers and students to deepen their knowledge of the Basic Law.

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 materials related to Basic Law education. The learning and teaching resources on the Basic Law mentioned in the previous paragraph were developed by the staff and seconded teachers of EDB. The development of these resources involved collaboration between departments inside and outside the Bureau and other organisations. If points of law are involved, opinions will be sought from the Department of Justice, the Constitutional and Mainland Affairs Bureau and experts on the constitution and the Basic Law through different means such as focus groups and meetings. The expenditure of EDB for developing learning and teaching resources on Basic Law education from 2015-16 to 2018-19 is as follows:

2015-16 [@]	2016-17 ^{@#}	2017-18 ^{@*}	2018-19 ^{@++}
3.65 million	1.71 million	1.55 million	0.32 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

EDB057

(Question Serial No. 2971)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated in Matters Requiring Special Attention in the coming year, the Administration will inject \$800 million into the Government Scholarship Fund. Please advise this Committee of the following:

- (1) the details of the scholarships set up under the Government Scholarship Fund in the past 3 years including objectives, number of offers, origins of students, institutions the students enrolled in, the maximum amount of subsidy per student and the total amount of scholarships involved; please specify if the scholarships belong to “Belt and Road” Scholarship.
- (2) the reasons for injecting \$800 million into the Fund in the coming year and the details.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 19)

Reply:

- (1) The Government established the HKSAR Government Scholarship Fund (GSF) in 2008. The investment income generated from the GSF is used to provide scholarships to outstanding local and non-local students so as to:
 - (a) attract outstanding non-local students to enrol in publicly-funded degree or above level programmes in Hong Kong;
 - (b) reward outstanding local students who choose to pursue such programmes in Hong Kong;
 - (c) recognise the achievements of outstanding local and non-local students, with a view to attracting them to stay in Hong Kong after graduation; and
 - (d) promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.

In the 2014/15, 2015/16 and 2016/17 academic years, institutions participating in the GSF scheme include the 8 University Grants Committee-funded universities (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. The objective and amount of each scholarship and award under the GSF are set out below.

Scholarship for Outstanding Performance (SOP)

SOP aims at attracting more outstanding local students to advance their studies at home and meritorious non-local students to pursue higher education in Hong Kong, and also recognising outstanding local and non-local students enrolled in full-time publicly-funded programmes in Hong Kong. The scholarship is \$40,000 per year for local students and \$80,000 per year for non-local students. For students of full-time publicly-funded sub-degree programmes, the scholarship ranges from \$20,000 to \$30,000 per year for both local and non-local students.

Talent Development Scholarship (TDS) and Reaching Out Award (ROA)

TDS aims to give recognition to students who have demonstrated achievements or talent in non-academic areas and provide support for these students to further develop their talent and potential. ROA aims to support meritorious students nominated by institutions in joining learning, internship or service programmes, as well as national, regional and international events and competitions that are conducted outside Hong Kong and organised/endorsed by institutions. The amount of each award is pitched at \$10,000.

Endeavour Merit Award (EMA)

EMA aims to give recognition to deserving post-secondary students with special educational needs for their pursuit of excellence in academic and other areas. The amount of each award is pitched at \$10,000.

Targeted Scholarship Scheme (TSS)

In an effort to attract more non-local students to study in Hong Kong, up to 10 Targeted Scholarships are offered annually to first-year non-local full-time students from ASEAN countries, India and Korea who are enrolled in publicly-funded undergraduate programmes in Hong Kong. Targeted Scholarships cover tuition fees of the awardees, subject to a ceiling of \$120,000, and would be renewable annually subject to satisfactory academic performance. Starting from the 2016/17 academic year, the “Belt and Road” Scholarship Scheme has been established under the TSS to offer annually up to 10 scholarships to students from Indonesia, with a view to attracting outstanding students from Indonesia to pursue undergraduate studies in Hong Kong.

The number of awardees of each award under the GSF and the amount allocated are set out at Annex A. Distribution of the awardees, which consists of local students and non-local students from over 30 different countries/economies, is set out at Annex B.

(2) We have proposed injecting \$800 million into the GSF to increase the number of scholarships starting from the 2019/20 academic year, so as to incentivise students to pursue excellence in both academic and non-academic areas. The Steering Committee of the GSF will make recommendations on the allocation of scholarship money in the 2019/20 academic year taking into account the needs of the higher education sector at its meeting to be held in early 2019.

Numbers of Awardees of Scholarships
under HKSAR Government Scholarship Fund and Amount Allocated

Academic Year	Scholarship	Number of Awardees	Amount Allocated (\$ million)
2014/15	Scholarship for Outstanding Performance	1 418	61.5
	Talent Development Scholarship and Reaching Out Award	3 203	32.0
	Endeavour Merit Award	74	0.7
	Targeted Scholarship Scheme	25	2.8
	Total	4 720	97.0
2015/16	Scholarship for Outstanding Performance	1 433	57.1
	Talent Development Scholarship and Reaching Out Award	3 663	36.6
	Endeavour Merit Award	97	1.0
	Targeted Scholarship Scheme	25	2.9
	Total	5 218	97.6
2016/17	Scholarship for Outstanding Performance	1 439	57.7
	Talent Development Scholarship and Reaching Out Award	3 709	37.1
	Endeavour Merit Award	99	1.0
	Targeted Scholarship Scheme	46	5.4
	Total	5 293	101.2

Distribution of Awardees and Amount Allocated to Institutions

Institution		Academic Year		
		2014/15	2015/16	2016/17
City University of Hong Kong	Number of awardees	454	504	572
	Amount allocated (\$ million)	10.7	11.1	12.2
Hong Kong Baptist University	Number of awardees	271	289	299
	Amount allocated (\$ million)	5.8	5.9	6.1
Lingnan University	Number of awardees	116	116	114
	Amount allocated (\$ million)	2.3	2.2	2.2
The Chinese University of Hong Kong	Number of awardees	751	852	807
	Amount allocated (\$ million)	16.4	17.0	17.3
The Education University of Hong Kong	Number of awardees	195	196	197
	Amount allocated (\$ million)	3.8	3.8	3.7
The Hong Kong Polytechnic University	Number of awardees	733	847	782
	Amount allocated (\$ million)	14.6	14.9	15.0
The Hong Kong University of Science and Technology	Number of awardees	442	443	473
	Amount allocated (\$ million)	10.2	9.6	10.7
The University of Hong Kong	Number of awardees	684	748	777
	Amount allocated (\$ million)	15.9	16.0	16.5
The Hong Kong Academy for Performing Arts	Number of awardees	44	46	47
	Amount allocated (\$ million)	1.3	1.4	1.3
The Vocational Training Council	Number of awardees	1 030	1 177	1225
	Amount allocated (\$ million)	16.0	15.7	16.2

Distribution of Awardees by Place of Origin

Academic Year	Local	Mainland	Other Regions	Total
2014/15	3 813	641	266	4 720
2015/16	4 234	702	282	5 218
2016/17	4 272	707	314	5 293

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 2972)

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

Question:

Please advise this Committee of the annual expenditures on the implementation of Territory-wide System Assessment and the Student Assessment as well as the estimated expenditures and details of work for the coming year.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 20)

Reply:

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment (BCA) 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. The EDB accepted the recommendations of the Committee and implemented the 2016 Tryout Study (Primary 3) (2016 Tryout Study) in 2016 and the BCA Research Study (Research Study) with an expanded scope of study in 2017. These initiatives have been carried out under the BCA project. The payment to the HKEAA is settled annually according to terms of contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The average annual expenditure on the BCA project for the contract period of 2015-18 is set out below:

Contract period	Expenditure (\$ million)		Total expenditure (\$ million)	Average annual expenditure (\$ million)
	SA	TSA and related study under the project		
2015-2018	3*	288	291	73

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

As for the arrangements in the coming year, the expenditure on STAR has been subsumed under the overall expenditure of the EDB. For 2019 and onwards, the details of the work and estimated expenditure covered by the contract for BCA project would be subject to actual arrangements.

- End -

CONTROLLING OFFICER'S REPLY**EDB059****(Question Serial No. 2973)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please give details of the increase of 61 posts in the coming year, including the expenditures involved and the duties of the posts.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 21)Reply:

The increase of 61 posts under Programme (8) in 2018-19 is the net result of the planned creation of 69 posts and planned deletion of 8 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>
Senior Education Officer (Administration)	1	1.39
Education Officer (Administration)	5	4.95
Assistant Education Officer (Administration)	8	5.12
Principal Inspector	1	1.39
Senior Inspector	2	2.24
Inspector (Graduate)	7	6.33
Assistant Inspector (Graduate)	2	1.34
Senior Building Services Engineer	1	1.39
Building Services Engineer	1	0.75

<u>Rank</u>	<u>Posts to be created</u>	<u>Annual Salary</u> ^{Note} <u>(\$million)</u>
Assistant Building Services Inspector	1	0.42
Senior Survey Officer	1	0.58
Survey Officer	1	0.27
Clerk of Works	1	0.67
Assistant Clerk of Works	1	0.42
Works Supervisor I	3	1.04
Senior Maintenance Surveyor	1	1.39
Maintenance Surveyor	1	0.95
Analyst/Programmer I	2	1.47
Analyst/Programmer II	6	2.92
Computer Operator II	2	0.45
Senior Executive Officer	1	0.99
Executive Officer I	1	0.73
Executive Officer II	3	1.46
Accounting Officer II	1	0.46
Clerical Officer	4	1.68
Assistant Clerical Officer	7	1.84
Clerical Assistant	2	0.41
Confidential Assistant	1	0.31
Workman II	1	0.16
Sub-total (A):	69	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Annual Salary</u> ^{Note} <u>(\$million)</u>
Senior Education Officer (Administration)	-1	1.39
Education Officer (Administration)	-1	0.99
Education Assistant	-1	0.61
Works Supervisor II	-2	0.56
Executive Officer I	-1	0.73
Clerical Officer	-1	0.42
Assistant Clerical Officer	-1	0.26
Sub-total (B):	-8	
Net Total [(A)+(B)]:	61	

The 61 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: Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries of the civil service posts.

- End -

CONTROLLING OFFICER'S REPLY**EDB060****(Question Serial No. 2974)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the administration please fill in the following tables using the latest figures:

1. Number and percentage of Non-Chinese students (NCS) who studied in kindergartens with different compositions of NCS students

	Below 10%	10-20 %	20-30 %	30-40 %	40-50 %	50-60 %	60-70 %	70-80 %	80-90 %	90-100 %
Number										
Percentage of NCS students										

2. Number and percentage of NCS students who studied in primary schools with different compositions of NCS students

	Below 10%	10-20 %	20-30 %	30-40 %	40-50 %	50-60 %	60-70 %	70-80 %	80-90 %	90-100 %
Number										
Percentage of NCS students										

3. Number and percentage of NCS students who studied in secondary schools with different compositions of NCS students

	Below 10%	10-20 %	20-30 %	30-40 %	40-50 %	50-60 %	60-70 %	70-80 %	80-90 %	90-100 %
Number										
Percentage of NCS students										

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 22)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students (by the percentage of NCS students among all students of the school) in the 2017/18 school year is tabulated at Annex.

**Number of non-Chinese speaking (NCS) students in the 2017/18 school year
(by the percentage of NCS students among all students of individual schools)**

Percentage of NCS students among all students of individual schools	Number of NCS students		
	Kindergarten	Primary	Secondary
>0% - 10%	2 096	2 248	2 209
>10% - 20%	1 206	731	466
>20% - 30%	728	866	732
>30% - 40%	816	744	275
>40% - 50%	601	625	520
>50% - 60%	477	0	1 235
>60% - 70%	1 322	599	186
>70% - 80%	1 607	450	1 872
>80% - 90%	1 234	1 959	651
>90%	2 322	1 400	1 237

Notes:

1. Figures refer to the position as at September 2017.
2. Figures for kindergartens cover students studying in kindergarten-cum-child care centres and both local and non-local kindergartens.
3. Figures for primary and secondary levels cover public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. NCS students include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 2975)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (a) The number and percentage of non-Chinese speaking students who participated in Primary One Admission (POA) System for the school years 2016/17 (POA 2016) and 2017/18 (POA 2017) 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 2016/17 (POA 2016) and 2017/18 (POA 2017) 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 2016/17 (POA 2016) and 2017/18 (POA 2017) among those who participated in POA;
- (d) The number and percentage of all students who got admission in “Central Allocation” stage for school years 2016/17 (POA 2016) and 2017/18 (POA 2017) among those who participated in POA, how many among them were allocated to their top three choices;
- (e) The number and percentage of non-Chinese speaking students who got admission in “Central Allocation” stage in school years 2016/17 (POA 2016) and 2017/18 (POA 2017) among those who participated in POA, how many among them were allocated to their top three choices;
- (f) The number and percentage of non-Chinese speaking students who participated in Secondary School Places Allocation (SSPA) System for school years 2016/17 (SSPA 2016) and 2017/18 (SSPA 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 2016/17 (SSPA 2016) and 2017/18 (SSPA 2017) among those who participated in SSPA, how many among them were allocated to their top three choices;
- (h) The number and percentage of all students and non-Chinese speaking students got admission in “Central Allocation” stage for school years 2016/17 (SSPA 2016) and 2017/18 (SSPA 2017) among those who participated in SSPA, how many among them were allocated to their top three choices;
- (i) The number and percentage of all students and non-Chinese speaking students who got admission in direct subsidy school in the school years 2016/17 and 2017/2018, how many among them were allocated to their top three choices.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 23)

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) 2016 and POA 2017 (i.e. admission to Primary 1 in the 2016/17 and 2017/18 school years) is 1 270 and 1 370 respectively. The corresponding percentage share among the total number of students participating in POA is 2.5% in both years.
- (b) The number and percentage of students who were offered a Primary 1 place at the “Discretionary Places Admission” stage are 22 504 and 43.5% respectively for the 2016/17 school year (i.e. POA 2016), and 23 645 and 42.3% respectively for the 2017/18 school year (i.e. POA 2017).
- (c) The number and percentage of NCS students who were offered a Primary 1 place at the “Discretionary Places Admission” stage among the total number of NCS students participating in POA are 763 and 60.1% respectively for the 2016/17 school year (i.e. POA 2016), and 818 and 59.7% respectively for the 2017/18 school year (i.e. POA 2017).
- (d) The number and percentage of all students who were allocated a Primary 1 place at the “Central Allocation” stage are 29 243 and 56.5% respectively for the 2016/17 school year (i.e. POA 2016), among which 20 162 students were allocated to schools of their first three choices; and 32 235 and 57.7% respectively for the 2017/18 school year (i.e. POA 2017), among which 21 785 students were allocated to schools of their first three choices.
- (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 507 and 39.9% respectively for the 2016/17 school year (i.e. POA 2016), and 552 and 40.3% respectively for the 2017/18 school year (i.e. POA 2017). We do not compile or disclose statistics of students in specific student groups who were allocated

to schools of their first three choices to avoid incomprehensive interpretation or misinterpretation of the results.

- (f) The number of Primary 6 NCS students participating in the Secondary School Places Allocation (SSPA) 2016 (i.e. admission to Secondary 1 in the 2016/17 school year) and in SSPA 2017 for admission to Secondary 1 in the 2017/18 school year is 1 390 and 1 458 respectively. The corresponding percentage share among all Primary 6 NCS students in public sector schools, Direct Subsidy Scheme (DSS) schools, and private schools offering the local curriculum (excluding special schools, the English Schools Foundation schools, other international schools and Private Independent Schools) is 94.5% and 94.3% 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 17 703 and 38.9% respectively for the 2016/17 school year (i.e. SSPA 2016), and 17 933 and 38.0% respectively for the 2017/18 school year (i.e. SSPA 2017). 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 947 and 68.1% respectively for the 2016/17 school year (i.e. SSPA 2016), and 920 and 63.1% respectively for the 2017/18 school year (i.e. SSPA 2017). The number of students allocated to schools of their first three choices is not available as each student may apply to not more than 2 secondary schools at the “Discretionary Places” stage.
- (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 27 841 and 61.1% respectively for the 2016/17 school year (i.e. SSPA 2016), among which 24 394 students were allocated to schools of their first three choices; and 29 270 and 62.0% respectively for the 2017/18 school year (i.e. SSPA 2017), among which 24 423 students were allocated to schools of their first three choices. 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 443 and 31.9% respectively for the 2016/17 school year (i.e. SSPA 2016), and 538 and 36.9% respectively for the 2017/18 school year (i.e. SSPA 2017). We do not compile or disclose statistics of students in specific student groups who were allocated to schools of their first three choices to avoid incomprehensive interpretation or misinterpretation of the results.
- (i) The number of all students who were admitted to DSS schools and the corresponding percentage share among all students in public sector (excluding special schools) and DSS schools are 61 427 and 10.0% respectively for the 2016/17 school year, and 61 197 and 9.9% respectively for the 2017/18 school year.

The number of NCS students who were admitted to DSS schools and the corresponding percentage share among all NCS students in public sector (excluding special schools) and DSS schools are 5 633 and 31.1% respectively for the 2016/17 school year, and 5 691 and 30.2% respectively for the 2017/18 school year.

As not all DSS schools mentioned above participate in SSPA, the number of these students allocated to schools of their first three choices is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB062****(Question Serial No. 2976)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the government inform this Council of the details in the number and amount of subsidies released to non-Chinese speaking students (disaggregated by “Form 1 to Form 3”, “Form 4 to Form 5”, and “Form 6”) 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:

	2015/16			2016/17			2017/18		
	F1-3	F4-5	F6	F1-3	F4-5	F6	F1-3	F4-5	F6
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									

	2015/16			2016/17			2017/18		
	F1-3	F4-5	F6	F1-3	F4-5	F6	F1-3	F4-5	F6
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. (LegCo use): 24)

Reply:

Eligible Secondary 4 to Secondary 6 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 other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level. Besides, starting from the 2011/12 school year, apart from the examination 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 aforementioned examinations and the estimated expenditure from the 2015/16 to 2017/18 school years are tabulated at Annex A and Annex B respectively.

**Number of NCS students subsidised to sit for
the internationally recognised alternative Chinese Language qualifications examinations
from the 2015/16 to 2017/18 school years**

Alternative Chinese Language examinations	Number of NCS students subsidised (Number of NCS students subsidised to sit for the examinations for the first time)											
	2015/16 school year				2016/17 school year				2017/18 school year			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE Chinese	495 (494)	503 (443)	2 (1)	1 000 (938)	664 (660)	526 (479)	15 (1)	1 205 (1 140)	947 (934)	396 (330)	30 (5)	1 373 (1 269)
IGCSE Chinese	69 (69)	20 (20)	2 (2)	91 (91)	60 (60)	32 (27)	4 (3)	96 (90)	74 (74)	47 (31)	4 (3)	125 (108)
GCE AS-Level Chinese	102 (102)	146 (141)	41 (41)	289 (284)	54 (53)	164 (161)	27 (27)	245 (241)	50 (49)	226 (224)	24 (22)	300 (295)
GCE A-Level Chinese	16 (16)	114 (111)	26 (23)	156 (150)	21 (21)	176 (168)	4 (3)	201 (192)	34 (34)	108 (92)	10 (4)	152 (130)
Total	682	783	71	1 536	799	898	50	1 747	1 105	777	68	1 950

**Expenditure on subsidy for NCS students to sit for
the internationally recognised alternative Chinese Language qualifications examinations
from the 2015/16 to 2017/18 school years**

Alternative Chinese Language examinations	Actual expenditure in the 2015/16 school year (\$ million)				Actual expenditure in the 2016/17 school year (\$ million)				Estimated expenditure in the 2017/18 school year (\$ million)			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE Chinese	0.35	0.36	0.00	0.71	0.55	0.43	0.01	0.99	0.85	0.35	0.03	1.23
IGCSE Chinese	0.13	0.03	0.00	0.16	0.12	0.06	0.02	0.20	0.16	0.09	0.00	0.25
GCE AS-Level Chinese	0.25	0.36	0.10	0.71	0.15	0.44	0.07	0.66	0.14	0.63	0.06	0.83
GCE A-Level Chinese	0.06	0.37	0.08	0.51	0.09	0.63	0.01	0.73	0.15	0.45	0.04	0.64
Total	0.79	1.12	0.18	2.09	0.91	1.56	0.11	2.58	1.30	1.52	0.13	2.95

- End -

CONTROLLING OFFICER'S REPLY

EDB063

(Question Serial No. 2977)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In regards to the proposals put forward in the 2018-19 Budget, will the government inform this Council of:

(a) the breakdown of the \$1.4 billion out of the \$5 billion pledged by the current-term Government upon taking office; whether any of this will be allocated to non-Chinese speaking students' Chinese learning or learning non-language subjects taught in Chinese.

(b) the breakdown of the recurrent budget of \$2 billion to achieve quality education as proposed by the Financial Secretary; whether this will include professional development of teachers on teaching Chinese as a Second Language, providing Chinese as a Second Language teaching and learning material, strengthening support for kindergartens accepting non-Chinese speaking students, improving racial diversity and inclusion in schools, etc.

(c) the breakdown of \$3 billion for launching school-based curriculum development and student support measures; whether this will include school-based curriculum development and support measures for Chinese learning of non-Chinese speaking students.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 25)

Reply:

(a) & (b)

Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion had been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in

enhancing promotion of life-wide learning. The initiatives are still being considered. In working out the details of the various initiatives, the Education Bureau will continue to engage stakeholders in the education sector and take into account the views of various professional groups responsible for reviewing different education policies in accordance with the principle of “Led by Professionals” so that the initiatives will benefit teachers and students alike.

(c)

To further support students’ learning, raise the quality of school education and promote quality school education, the Government invites the Quality Education Fund (QEF) Steering Committee to consider allocating \$3 billion for application by primary and secondary schools, kindergartens and special schools, through simplified procedures, for launching school-based curriculum development and student support measures, as well as the relevant school improvement works and the procurement of supplies.

As long as the proposed allocation is in line with the objectives of the QEF to raise the quality of school education and promote quality school education, and will not entail recurrent expenditure on the part of the QEF, the Steering Committee will consider the proposal, including the uses of the funds, and how can the application procedures be streamlined to allow schools to submit proposals based on their own school contexts and development needs. The Steering Committee will announce the details after careful deliberation.

- End -

CONTROLLING OFFICER'S REPLY**EDB064****(Question Serial No. 2978)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the Government inform this Council of:

- (1) the number of Non-Chinese speaking (NCS) students in primary and secondary schools who newly arrived in Hong Kong in 2015/16, 2016/17 and 2017/18 disaggregated by grades, and their percentage among the NCS students in all primary and secondary schools;
- (2) the list of education and support services for newly-arrived NCS children (including but not limited to the full time initiation programme, induction programme, and School-based Support Scheme Grant) in 2015/16, 2016/17 and 2017/18 school year; include under each service:
 - (a) the expenditure involved;
 - (b) the NGO or institution commissioned;
 - (c) the duration;
 - (d) the number of NCS children enrolled;
 - (e) the number of NCS children completed;
 - (f) the percentage of NCS children engaged among the total number of newly-arrived NCS children; and
 - (g) methods of evaluation;
- (3) using the table below, the breakdown of the number NCS students who are new arrivals in kindergartens, primary and secondary schools by school types for the past 5 school years:

	Number of newly arrived NCS children in		
Type of school	Kindergarten	Primary	Secondary
Private			
Voucher Scheme			

Free Kindergarten Scheme			
Government			
Aided			
Direct Subsidy Scheme			
English Schools Foundation/ International			
Schools listed in Appendix 3 in Primary One Admission (POA)			

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 26)

Reply:

(1), (2) and (3)

As the Education Bureau (EDB) does not require kindergartens, primary and secondary schools to keep a record of whether the non-Chinese speaking (NCS) students being admitted are new arrivals in Hong Kong or not, statistics on the number and percentage of newly-arrived NCS children attending kindergartens, primary and secondary schools are not available. The support services and grants that EDB provides for newly-arrived NCS children include the Initiation Programme, the Induction Programme and the School-Based Support Scheme (SBSS) Grant. The services and grants provided in the 2015/16, 2016/17 and 2017/18 school years, together with the expenditures involved, are set out at Annex. Upon completion of Induction Programme and Initiation Programme, the non-government organisations (NGOs) and schools concerned are required to submit evaluation reports to EDB. For schools in receipt of the SBSS Grant, their annual school reports should include an account of how the grant has been used to enhance the learning and adaptation of newly-arrived children.

	2015/16 school year			2016/17 school year			2017/18 school year		
	Initiation Programme	Induction Programme	SBSS Grant	Initiation Programme	Induction Programme	SBSS Grant	Initiation Programme	Induction Programme	SBSS Grant
Expenditure (\$ million)	5.4	0.02	1.3	5.6	0.02	1.0	6.0 (Estimated expenditure)	0.02 (Estimated expenditure)	1.2 (Estimated expenditure)
No. of NGOs or schools commissioned to offer the related programme	3 Note (1)	1 Note (2)	Not applicable	3 Note (1)	1 Note (2)	Not applicable	3 Note (1)	1 (Estimated number)	Not applicable
Duration	About 6 months	60 hours	Not applicable	About 6 months	60 hours	Not applicable	About 6 months	60 hours	Not Applicable
No. of NCS children attending these programmes	167	10	Not applicable	171	11	Not applicable	163 (Estimated number)	10 (Estimated number)	Not applicable

Note (1): The three schools are Po Leung Kuk Madam Chan Wai Chow Memorial School, Delia English Primary School & Kindergarten, and Delia Memorial School (Hip Wo).

Note (2): The NGO is Hong Kong Caritas Youth and Community Service.

- End -

CONTROLLING OFFICER'S REPLY**EDB065****(Question Serial No. 0001)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) For the 2017/18 school years, please provide the numbers of aided primary and secondary schools which have employed teachers for a defined contract period (DCP) to fill permanent posts within their approved teaching establishment, and the numbers of such contract teachers. Please set out the figures by each of the 18 school districts (primary and secondary schools) and types of school (special schools) 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:			

Special Schools (Annex 3)

Type of school	Number of schools	Employment of teachers on DCP terms to fill permanent teaching posts within the approved teaching establishment (special schools)	
		Number of schools	Number of contract teachers
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 2017/18 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, secondary and special schools and their increase/decrease in each of the school years from the 2013/14 to 2018/19 school years respectively; and

(d) Make a comparison of the changes in the numbers of regular teachers on contract terms in primary, secondary and special schools between the 2016/17 and 2017/18 school years in the form of the following annexes:

Secondary Schools (Annex 4)

Changes between the 2016/17 and 2017/18 school years		Number of schools	Number of regular teachers on contract terms in the 2016/17 school year	Number of regular teachers on contract terms in the 2017/18 school year
Number of regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Primary Schools (Annex 5)

Changes between the 2016/17 and 2017/18 school years		Number of schools	Number of regular teachers on contract terms in the 2016/17 school year	Number of regular teachers on contract terms in the 2017/18 school year
Number of regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Special Schools (Annex 6)

Changes between the 2016/17 and 2017/18 school years		Number of schools	Number of regular teachers on contract terms in the 2016/17 school year	Number of regular teachers on contract terms in the 2017/18 school year
Number of regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

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

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 should not employ regular teachers on defined contract period (DCP) terms unless they have actual operational needs and cogent reasons. The reply to the four parts of the question is as follows:

- (a) The number of regular teachers on DCP terms to fill regular posts in aided secondary and primary schools in the 2017/18 school year are at Annexes 1 and 2 respectively. The Education Bureau (EDB) does not have any information on teachers employed on DCP terms by special schools.
- (b) Among the 1 258 regular teachers on DCP terms in aided secondary and primary schools in the 2017/18 school year, the average length of service as regular teachers on DCP terms in their existing schools is 1.7 years (up to the end of the 2017/18 school year), and the longest service is 10 years.

- (c) Statistics on the number of regular teachers on DCP terms in aided secondary and primary schools from the 2013/14 to 2017/18 school years are as follows:

	Number of regular teachers on DCP terms (Compared with previous school year)				
	2013/14	2014/15	2015/16	2016/17	2017/18
Aided Secondary Schools	1 101	965 (-136)	878 (-87)	819 (-59)	845 (+26)
Aided Primary Schools	566	446 (-120)	388 (-58)	343 (-45)	413 (+70)

- (d) Comparison on the numbers of regular teachers on DCP terms in aided secondary and primary schools of the 2016/17 and 2017/18 school years are at Annexes 3 and 4 respectively.

**Employment of Regular Teachers on Defined Contract Period Terms in
the 2017/18 School Year
(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	4	0
		1	2
		1	4
		1	5
		1	6
Wan Chai	11	6	0
		1	2
		1	3
		1	4
		1	5
Eastern	22	1	6
		13	0
		1	1
		2	2
		1	3
		1	4
		1	5
		2	6
Southern	13	1	8
		8	0
		1	1
		1	3
		2	5
Sham Shui Po	15	1	6
		6	0
		2	1
		3	2
		1	4
		1	5
		1	6
Yau Tsim Mong	12	1	9
		5	0
		1	1
		3	2
		3	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*
Kowloon City	27	14	0
		2	1
		4	2
		2	4
		3	5
		1	6
		1	7
Wong Tai Sin	22	8	0
		3	1
		2	2
		2	3
		1	4
		2	5
		2	7
		1	8
		1	10
Kwun Tong	25	12	0
		2	1
		3	2
		2	3
		2	4
		1	5
		2	6
		1	7
Tsuen Wan	13	5	0
		1	1
		1	2
		1	3
		3	5
		1	6
		1	8
Tuen Mun	35	15	0
		2	1
		3	2
		3	3
		4	4
		2	5
		1	6
		1	7
		2	8
		1	9
		1	12

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*
Yuen Long	30	13	0
		3	1
		4	2
		2	3
		2	4
		2	5
		2	7
		1	9
		1	12
North	17	6	0
		3	1
		1	2
		1	4
		3	5
		2	6
		1	8
Tai Po	17	4	0
		1	1
		4	2
		3	3
		2	4
Sha Tin	36	3	5
		8	0
		4	1
		3	2
		7	3
		3	4
		1	5
		4	6
		2	7
		1	8
		1	9
		2	10
Sai Kung	18	6	0
		2	1
		2	2
		2	3
		2	4
		1	6
		1	7
		2	8

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*
Islands	7	4	0
		1	1
		2	2
Kwai Tsing	31	10	0
		4	1
		2	2
		4	4
		4	5
		4	6
		2	7
		1	10
Total	359	147	0
		33	1
		41	2
		28	3
		27	4
		30	5
		22	6
		12	7
		9	8
		4	9
		4	10
		2	12
Total balance for all districts	359	212# (147 schools with no regular teachers on DCP terms are not included)	845

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
the 2017/18 School Year
(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	8	0
		3	1
		2	2
		1	3
Wan Chai	12	7	0
		2	1
		3	2
Eastern	22	17	0
		2	1
		2	2
		1	4
Southern	9	4	0
		4	1
		1	3
Sham Shui Po	18	14	0
		2	1
		2	2
Yau Tsim Mong	17	13	0
		1	1
		1	2
		1	4
Kowloon City	29	1	6
		26	0
		1	1
		1	5
Wong Tai Sin	24	1	7
		20	0
		1	1
		1	2
Kwun Tong	32	1	3
		22	4
		2	5
		2	20
		3	4
		2	5
		1	20
		1	20

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*
Tsuen Wan	19	16	0
		1	1
		1	3
		1	4
Tuen Mun	33	24	0
		2	2
		5	3
		2	7
Yuen Long	43	24	0
		3	1
		6	2
		1	3
		2	4
		2	5
		3	7
		1	12
		1	13
North	27	12	0
		5	1
		2	2
		1	3
		4	4
		2	5
		1	6
Tai Po	17	9	0
		2	1
		3	2
		1	4
		1	5
		1	14
Sha Tin	37	30	0
		2	1
		2	2
		1	3
		1	4
		1	6
Sai Kung	21	15	0
		2	1
		2	4
		2	5

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*
Islands	16	8	0
		1	1
		3	2
		1	3
		1	4
		1	5
		1	9
Kwai Tsing	30	24	0
		2	1
		1	2
		1	4
		1	7
		1	8
Total	420	293	0
		36	1
		32	2
		13	3
		19	4
		11	5
		3	6
		7	7
		1	8
		1	9
		1	12
		1	13
		1	14
		1	20
Total balance for all districts	420	127# (293 schools with no regular teachers on DCP terms are not included)	413

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 2016/17 and 2017/18 School Years
(Aided Secondary Schools)**

Comparison between 2016/17 and 2017/18	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2016/17	2017/18
Schools with increased number of regular teachers on DCP terms	8	0	1
	8	0	2
	3	0	3
	5	0	4
	2	0	5
	1	0	6
	1	0	9
	7	1	2
	4	1	3
	2	1	4
	4	1	5
	1	1	6
	1	1	7
	5	2	3
	3	2	5
	3	2	6
	1	2	8
	8	3	4
	4	3	5
	2	3	6
	1	3	7
	2	3	8
	4	4	5
	4	4	6
	2	4	7
	2	4	8
	1	4	9
	2	4	10
	3	5	6
	3	5	7
	2	5	8
	2	6	7
	1	6	9
	1	7	8
	1	7	9
	1	9	12

Comparison between 2016/17 and 2017/18	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2016/17	2017/18
Schools with unchanged number of regular teachers on DCP terms	105	0	0
	14	1	1
	9	2	2
	5	3	3
	6	4	4
	7	5	5
	5	6	6
	2	7	7
	1	8	8
	1	10	10
Schools with decreased number of regular teachers on DCP terms	14	1	0
	9	2	0
	5	2	1
	8	3	0
	3	3	1
	9	3	2
	5	4	0
	1	4	1
	4	4	2
	6	4	3
	3	5	0
	3	5	2
	2	5	3
	2	5	4
	2	6	1
	1	6	2
	2	6	3
	3	6	4
	3	6	5
	1	7	0
	1	7	3
	1	7	6
	1	8	0
	1	8	4
	1	8	5
	2	8	6
	1	9	0
	1	9	5
	1	10	5
	1	10	7
	1	13	12
	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 2016/17 and 2017/18 School Years
(Aided Primary Schools)**

Comparison between 2016/17 and 2017/18	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2016/17	2017/18
Schools with increased number of regular teachers on DCP terms	20	0	1
	15	0	2
	4	0	3
	4	0	4
	2	0	5
	2	0	6
	2	0	7
	5	1	2
	3	1	3
	3	1	4
	2	1	5
	1	1	7
	1	2	3
	4	2	4
	2	2	5
	5	3	4
	2	3	5
	1	3	6
	1	3	13
	1	5	8
	1	5	9
	1	6	7
	1	6	20
	1	7	12
	1	13	14
Schools with unchanged number of regular teachers on DCP terms	245	0	0
	10	1	1
	8	2	2
	2	3	3
	2	4	4
	1	5	5
School with decreased number of regular teachers on DCP terms	28	1	0
	8	2	0
	2	2	1
	4	3	0
	3	3	1
	2	3	2
	3	4	0

Comparison between 2016/17 and 2017/18	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2016/17	2017/18
School with decreased number of regular teachers on DCP terms	1	4	1
	1	4	2
	2	4	3
	1	5	3
	4	6	0
	1	6	2
	1	6	4
	1	6	5
	1	7	5
	1	8	7
	1	9	7
	1	11	0
	1	16	7

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

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 0002)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools:

(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. Will the EDB please list by district (public sector primary school) and type of school (special school) of the number of public sector primary schools which have enhanced the ratio of graduate teacher posts to 65%, 60%-64%, 55%-59%, 50%-54%, 45%-49%, 40%-44% and less than 40% in the 2017/18 school year? Whether the EDB has asked schools still have less than 55% graduate teacher posts to give the reasons for that and will it urge the schools concerned to fill the graduate teacher posts as soon as possible?

(b) What is the respective number, percentage, median age, median length of teaching service and wastage rate of teachers appointed as graduate teachers and certificated masters/mistresses in public sector primary, secondary and special schools from the 2013/14 to 2017/18 school years? In respect of the latter, the number, percentage, median age, median length of teaching service 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. (LegCo use): 2)

Reply:

- (a) The Education Bureau (EDB) has enhanced the ratio of graduate teacher posts in public sector primary schools (including special schools) to 65% in the 2017/18 school year. After the enhancement, schools will, having regard to such factors as their school-based circumstances and the preference of qualified teachers, plan to fill the newly created graduate teacher posts. In the 2017/18 school year, the overall fill-up rate of graduate teacher posts in public sector ordinary primary schools and the primary section of special schools are 74% and 55% (provisional figures) respectively. As how schools fill their graduate teacher posts is unrelated to where they are situated and breaking down the relevant information by districts is not meaningful, we have not compiled the breakdown of such figures. EDB officers will, through daily interactions with school sponsoring bodies and school management, urge schools to optimise the use of available resources and fully utilise all graduate teacher posts. For individual schools with relatively low fill-up rate of graduate teacher posts, we will require their School Management Committee/Incorporated Management Committee to review their situations. Where necessary, we will ask schools to give an explanation and draw up plans to fill the graduate teacher posts.
- (b) From the 2013/14 to 2017/18 school years, the respective number, percentage, median age, and wastage rate of teachers appointed as graduate teachers and non-graduate teachers in public sector schools are as follows:

Primary Schools (Government and Aided)

School Year	Graduate Teachers				Non-graduate Teachers			
	Number of Teachers*	%	Median Age	Wastage Rate (%)^	Number of Teachers*	%	Median Age	Wastage Rate (%)^
2013/14	7 330	40.0	42	3.4	10 990	60.0	37	5.6
2014/15	7 550	39.9	42	3.0	11 400	60.1	37	5.2
2015/16	7 960	41.0	42	3.2	11 470	59.0	37	5.4
2016/17	8 530	42.9	43	2.4	11 370	57.1	37	5.4
2017/18 (Estimate)	9 310	43.7	43	2.7	11 980	56.3	37	4.3

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers				Non-graduate Teachers			
	Number of Teachers*	%	Median Age	Wastage Rate (%)^	Number of Teachers*	%	Median Age	Wastage Rate (%)^
2013/14	18 510	78.8	42	4.2	4 990	21.2	33	7.9
2014/15	18 300	78.6	42	4.3	4 970	21.4	33	6.9
2015/16	17 960	78.5	43	4.2	4 930	21.5	33	7.8
2016/17	17 690	78.7	43	4.0	4 800	21.3	34	6.9
2017/18 (Estimate)	17 780	79.2	44	4.1	4 670	20.8	34	6.4

Special Schools

School Year	Graduate Teachers				Non-graduate Teachers			
	Number of Teachers*	%	Median Age	Wastage Rate (%)^	Number of Teachers*	%	Median Age	Wastage Rate (%)^
2013/14	800	48.7	42	5.1	840	51.3	35	7.3
2014/15	810	48.2	42	4.6	870	51.8	34	8.8
2015/16	840	49.6	42	4.6	860	50.4	34	9.0
2016/17	860	51.2	42	3.6	820	48.8	35	10.5
2017/18 (Estimate)	940	50.9	42	4.4	910	49.1	34	9.3

As for non-graduate teachers, from the 2013/14 to 2017/18 school years, the respective number, percentage, median age, and wastage rate of teachers with degree qualifications (degree holders) in public sector schools are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers			
	Number of Degree Holders*	%	Median Age	Wastage Rate (%)^
2013/14	10 100	91.9	36	4.8
2014/15	10 600	93.0	36	4.6
2015/16	10 770	93.9	36	4.9
2016/17	10 740	94.4	36	5.1
2017/18 (Estimate)	11 380	95.0	36	4.0

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers			
	Number of Degree Holders*	%	Median Age	Wastage Rate (%)^
2013/14	4 560	91.4	32	7.9
2014/15	4 580	92.2	32	6.6
2015/16	4 590	93.1	32	7.5
2016/17	4 490	93.6	33	6.8
2017/18 (Estimate)	4 400	94.2	33	6.0

Special Schools

School Year	Non-graduate Teachers			
	Number of Degree Holders*	%	Median Age	Wastage Rate (%)^
2013/14	770	91.9	34	7.4
2014/15	810	92.8	34	9.3
2015/16	800	94.0	34	8.3
2016/17	780	94.5	34	10.3
2017/18 (Estimate)	860	95.4	34	9.8

* 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 teachers” refer to the teachers who were serving in a school as at mid-September of the preceding school year but were no longer serving in any primary, secondary or special school as at mid-September of the school year concerned.

As EDB does not capture the information on teachers’ years of teaching service, we cannot provide the median of teachers’ years of service.

- (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 involves a wide scope of issues, we will communicate closely with the school sector to consider the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB067

(Question Serial No. 0003)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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

(a) Please give a breakdown, for each of the 18 districts in Hong Kong from the 2014/15 school year to the 2018/19 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 of schools which have implemented SCT but needed to increase the number of P1 students allocated 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 the number of their 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 was the number of schools which had implemented SCT but were requested to increase the number of P1 students allocated per class from the 2015/16 school year to 2017/18 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 2018/19 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 to construct 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 number of school-age children attending P1 classes from the 2018/19 school year to 2022/2023 school year;

(f) Does 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. (LegCo use): 3)

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 under the Primary One Admission (POA)) and those maintaining 30 students per P1 class under the POA from the 2014/15 to 2017/18 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 2018/19 school year will be the same as those in the 2017/18 school year, while the total number of P1 places and students in the 2018/19 school year are not available at this stage.

(a)(2) Over the past few years, the Education Bureau (EDB) has adopted various flexible measures based on the consensus EDB and the school sector previously reached. Such measures include temporarily allocating more students to each P1 class to increase the supply of school places flexibly. The number of schools implementing SCT which have been temporarily allocated more students per P1 class under the POA to meet the projected transient increase in demand from the 2014/15 to 2017/18 school years, their percentage share in the total number of primary schools in the respective districts as well as the number of students involved are tabulated at Annex B. The relevant estimated figures for the 2018/19 school year are also tabulated at Annex B.

- (b)&(d) The number of schools implementing SCT which have been temporarily allocated more students per P1 class under the POA to meet the projected transient increase in demand from the 2015/16 to 2017/18 school years and the relevant estimated figures for the 2018/19 school year are tabulated at Annex B.

Under the prevailing arrangements, when schools implementing SCT are required to temporarily increase the number of students to 30 per P1 class for the Central Allocation, eligible schools will be provided with a time-limited additional Assistant Primary School Master/Mistress (APSM) post for the cohort of students concerned for a period of 6 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 primary 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 the additional school place of the 31st or above student (based on the average number of students in the P1 classes of the schools) according to the headcount in mid-September for the cohort of students concerned for a period of 6 years.

On top of the above-mentioned enhanced support, EDB has, starting from the 2015/16 school year, provided schools implementing SCT with the Additional Supplementary Learning Grant (ASLG) when they are temporarily allocated more students per P1 class, for a period of 6 years. According to the result of the headcount in mid-September, EDB will provide the ASLG to schools when the average number of students per P1 class of the school reaches 28 or above. The Grant would be provided to the additional school places of the 26th to the 30th students, capped at the number of students temporarily allocated per P1 class. The estimated expenditure with breakdown in the 2015/16, 2016/17, 2017/18 and 2018/19 school years is tabulated at Annex C. There is no plan to review or revise the eligibility criteria of the Grant.

- (c) Regarding the districts/school nets with temporary allocation of more students per P1 class from the 2014/15 to 2017/18 school years, 2 and 4 schools have changed the use of their other rooms for operation of a total of 2 and 4 additional P1 classes in the 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 and 2018/19 school years, 16 and 33 schools have applied respectively for conversion for/construction of 24 and 53 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 2018/19 to 2022/23 school years is tabulated at Annex D.
- (f) According to the current projections, the overall demand for P1 places will reach its peak in the 2018/19 school year, begin to drop starting from the 2019/20 school year and then rebound slightly and temporarily for a few years from the 2021/22 school year onwards. The situation is different from the transient decline in Secondary One student population earlier. On the other hand, since the P1 student population has been increasing in recent years, the overall student population in public sector primary schools will generally remain stable despite the drop in the P1 student population starting from the 2019/20 school year. Moreover, EDB and the school sector have reached a consensus recently that the flexible measures implemented to meet the transient increase in demand for P1 places will be progressively withdrawn. The relief measures implemented for the public sector secondary schools may not be applicable to primary schools. EDB has been discussing relevant issues with the school sector and will continue to liaise with the school sector to keep in view the situation for the formulation of appropriate strategies and measures.
- (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 learning and teaching 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 steadily and progressively from the 2017/18 school year onwards. As the number of Secondary One students is expected to rebound starting in the 2017/18 school year, reducing the class size across-the-board will definitely increase the pressure on land use by schools. Besides, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class/group is rather small. We have no plan to implement SCT in secondary schools having regard to the afore-mentioned considerations.

District [school-netting under Primary One Admission (POA) System]	2014/15 school year					2015/16 school year					2016/17 school year					2017/18 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 P1 school places	Total no. of P1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of P1 school places	Total no. of P1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of P1 school places	Total no. of P1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of P1 school places	Total no. of P1 students
Central & Western [Net 11]	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	16	10 [62.5]	6 [37.5]	1 435	1 481
Wan Chai [Net 12]	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	17	11 [64.7]	6 [35.3]	1 485	1 486
Eastern [Nets 14 & 16]	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	25	15 [60.0]	10 [40.0]	2 870	2 923
Southern [Net 18]	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	11	9 [81.8]	2 [18.2]	970	927
Yau Tsim Mong [Nets 31 & 32]	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	19	11 [57.9]	8 [42.1]	2 200	2 240
Sham Shui Po [Net 40]	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	21	12 [57.1]	9 [42.9]	2 772	2 609
Kowloon City [Nets 34, 35 & 41]	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	34	23 [67.6]	11 [32.4]	3 419	3 538
Wong Tai Sin [Nets 43 & 45]	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	24	22 [91.7]	2 [8.3]	2 720	2 680
Kwun Tong [Nets 46 & 48]	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	34	27 [79.4]	7 [20.6]	4 170	4 263
Sai Kung [Net 95]	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	22	22 [100]	0 [0]	2 450	2 374
Sha Tin [Nets 88, 89 & 91]	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	38	28 [73.7]	10 [26.3]	5 093	5 129
Tai Po [Net 84]	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	18	16 [88.9]	2 [11.1]	2 574	2 641
North [Nets 80, 81 & 83]	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	28	18 [64.3]	10 [35.7]	3 451	3 600
Yuen Long [Nets 72, 73 & 74]	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	46	40 [87.0]	6 [13]	5 518	5 621
Tuen Mun [Nets 70 & 71]	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	34	30 [88.2]	4 [11.8]	4 115	4 200
Tseun Wan [Net 62]	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	18	10 [55.6]	8 [44.4]	2 385	2 409
Kwai Tsing [Nets 64, 65 & 66]	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	33	22 [66.7]	11 [33.3]	3 380	3 371
Islands [Nets 96, 97, 98 & 99]	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	16	15 [93.8]	1 [6.2]	1 130	999

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2014, 2015, 2016 and 2017.
- Figures on total no. of Primary One students in the 2014/15, 2015/16, 2016/17 and 2017/18 school years refer to enrolment in public sector schools by administrative districts, instead of POA school nets.

	2014/15 school year (Note 1)			2015/16 school year (Note 1)		2016/17 school year (Note 1)		
District	Kwun Tong	Yuen Long (School nets 73&74 only)	Tai Po	Yuen Long (School nets 73&74 only)	Tai Po	North (School nets 80&81 only)	Yuen Long (School nets 73&74 only)	Tai Po
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district)	24 (75%)	16 (76%)	16 (89%)	16 (76%)	16 (89%)	16 (57%)	16 (76%)	16 (89%)
Number of students per P1 class upon allocation	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	528	302	340	280	335	189	314	476

Annex B (Cont'd)

	2017/18 school year (Note 1)							
District	North (School nets 80&81 only)	Yuen Long (School nets 73&74 only)	Tai Po	Sha Tin (School net 91 only)	Tuen Mun (School net 71 only)	Sham Shui Po	Tsuen Wan	Kowloon City (School net 35 only)
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district)	16 (57%)	16 (76%)	16 (89%)	10 (63%)	14 (93%)	12 (57%)	10 (56%)	5 (71%)
Number of students per P1 class upon allocation	28	32 for school net 73 33 for school net 74	33	33	28	33	30	32
Number of students allocated	207	445	552	376	195	360	205	154

Annex B (Cont'd)

	2018/19 school year (Notes 1&2)											
District	North (School nets 80&81 only)	Yuen Long (School nets 73&74 only)	Tai Po	Sha Tin	Tuen Mun	Sham Shui Po	Tsuen Wan	Kowloon City (School nets 34&35 only)	Kwun Tong (School net 48 only)	Central & Western	Eastern (School net 14 only)	Yau Tsim Mong
Number of SCT schools estimated to be allocated with more students per P1 class (estimated % of total number of schools in the district)	16 (57%)	16 (76%)	16 (84%)	28 (72%)	30 (88%)	12 (57%)	10 (56%)	18 (75%)	18 (78%)	10 (63%)	5 (45%)	10 (53%)
Estimated number of students per P1 class upon allocation	28	31 for school net 73 33 for school net 74	30	32 for school net 88 31 for school net 89 33 for school net 91	28	32	30	30 for school net 34 32 for school net 35	30	30	33	30 for school net 31 33 for school net 32
Estimated number of students allocated	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2014, 2015, 2016, 2017 and 2018.
- The situation of the 2018/19 school year is an estimated one which was worked out based on the number of POA applicants as at early February 2018. The total number of additional P1 places involved is estimated to be 195 in the North District (school nets 80 and 81 only), 406 in Yuen Long (school nets 73 and 74 only), 355 in Tai Po, 811 in Sha Tin, 387 in Tuen Mun, 294 in Sham Shui Po, 175 in Tsuen Wan, 357 in Kowloon City (school nets 34 and 35 only), 405 in Kwun Tong (school net 48 only), 145 in the Central & Western District, 152 in the Eastern District (school net 14 only) and 255 in Yau Tsim Mong.

**Estimated additional expenditure for schools implementing small class teaching
with temporary increase of number of students allocated per P1 class
from the 2015/16 to 2018/19 school years**

Breakdown of additional expenditure	2015/16 school year (Note 1) (\$ million)	2016/17 school year (Note 1) (\$ million)	2017/18 school year (Note 1) (\$ million)	2018/19 school year (Notes 1&2) (\$ million)
Provision of time-limited additional APSM posts for the cohort of students concerned for a period of 6 years (Note 3)	32.1	44.1	62.6	107.8 (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 6 years	6.7	13.1	33.5	58.9 (estimated)
Provision of Additional Supplementary Learning Grant for the cohort of students concerned for a period of 6 years	7.5	19.0	39.2	86.4 (estimated)
Total:	46.3	76.2	135.3	253.1 (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, 2016/17 and 2017/18 school years and the estimated number of schools for the 2018/19 school year are at Annex B.
2. The situation of the 2018/19 school year is an estimated one which was worked out based on the number of POA applicants as at early February 2018.
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,
2018/19 – 2022/23 School Years**

2018/19	2019/20	2020/21	2021/22	2022/23
65 700	57 300	55 700	59 200	57 800

- Notes:
- (1) Figures in the above table are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department (C&SD) in September 2017.
 - (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 2016-based Population Projections released by C&SD in September 2017. 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

EDB068

(Question Serial No. 0004)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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

(a) the total expenditure on the Student Guidance Service Grant from the 2013/14 to 2017/18 school years and the estimated expenditure for the 2018/19 school year;

(b) please tabulate the total number of primary schools applied and did not apply for the Student Guidance Service Grant and their percentage share among all primary schools in the territory from the 2013/14 to 2017/18 school years;

(c) the number of government and subsidised primary schools that were provided with Student Guidance Officer, Student Guidance Teacher and the Student Guidance Service Grant (including the Top-up Grant), and also the expenditure incurred in each year from the 2013/14 to 2017/18 school years; and

(d) given that the high annual wastage of guidance teachers has affected the continuity of guidance, but the need for the guidance services from primary schools has been increasing day after day, whether the Education Bureau has any plan to improve, review or 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. (LegCo use): 4)

Reply:

(a) to (d)

The number of public sector primary schools provided with Student Guidance Officer, Student Guidance Teacher (SGT) or Student Guidance Service Grant (SGS Grant), their

percentage shares and total expenditure from the 2013/14 to 2017/18 school years are as follows:

Student Guidance Services Provided		2013/14 School Year	2014/15 School Year	2015/16 School Year	2016/17 School Year	2017/18 School Year
Student Guidance Officers	Number of Schools (percentage share)	15 (3%)	13 (3%)	12 (3%)	10 (2%)	7 (2%)
	Total Expenditure (\$m)	8.0	7.3	5.9	6.1	4.4 (Estimated Expenditure)
Student Guidance Teachers	Number of Schools (percentage share)	129 (28%)	127 (28%)	125 (28%)	121 (27%)	119 (26%)
	Total Expenditure (\$m)	82.9	84.6	88.1	90.1	91.0 (Estimated Expenditure)
Student Guidance Service Grant	Number of Schools (percentage share)	309 (68%)	312 (69%)	317 (70%)	323 (71%)	328 (72%)
Top-up Student Guidance Service Grant	Number of Schools	453	452	452	454	454
Student Guidance Service Grant (including Top-up Grant)	Total Expenditure (\$m)	200.4	211.7	225.6	239.6	254.3 (Estimated Expenditure)

Note:

- (1) The total number of public sector primary schools in the 2015/16 school year was 454, two of them were not eligible for the Top-up SGS Grant because the number of classes operating in those schools was less than 5.

- (2) The school percentages in individual school years may not add up to 100 due to rounding.

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. Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up SGS Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ SGTs, they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools’ options, the estimated expenditure for the 2018/19 school year is not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

- End -

CONTROLLING OFFICER'S REPLY**EDB069****(Question Serial No. 0005)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the initiatives for school assessment, including Student Assessment (SA), 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 respective information as follows:

- (a) The contract periods of the above initiatives from 2000 to present, with a breakdown of expenditure and the average expenditure per year;
- (b) The number of primary and secondary schools that have adopted SA (or the new STAR platform) from the 2000 school year to present, their percentage share in the respective school type, and the total number of students who logged in SA;
- (c) Please use Table 1 to provide the respective number of Primary 3, Primary 6 and Secondary 3 students participating in TSA; among these participants, the number of students with special educational needs (SEN) and their percentage share; the number of non-Chinese speaking (NCS) students participating in the Chinese assessment and their percentage share, and the expenditure incurred to support the above students;

Table 1

	School Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Primary 3 (P3)					
Total number of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					

Expenditure involved					
Primary 6 (P6)					
Total number of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
Secondary 3 (S3)					
Total number of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
Total expenditure of the 3 levels					

(d) The estimated expenditure on P3 BCA in 2018/19;

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

(f) The detailed information of the research studies commissioned by the Government from the 2012/13 to 2016/17 school years in which the TSA results (including those of P3, P6 and S3 students) provided by the Government was used or the TSA results was used with the Government's authorisation. For each of these studies, please provide the title, name of responsible person (and organisation), commencement year, estimated duration, objectives, details, methods, as well as the public funding involved and its purposes; and

(g) Did the Administration invite open tenders before commissioning independent organisations to conduct the research studies? If so, please explain the relevant tendering procedures, and the tendering position and reasons for commissioning the organisations mentioned in item (f) above. If not, please explain the reasons for not conducting a tendering exercise.

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

Reply:

(a) The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment (BCA) 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. The EDB accepted the recommendations of the Committee and implemented the 2016 Tryout Study (Primary 3) (2016 Tryout Study) in 2016 and the BCA Research Study (Research Study) with an expanded scope of study in 2017. These initiatives have been carried out under the BCA project. The payment to the HKEAA is settled annually according to terms of 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*	288	291	73

*SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017. The expenditure on 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 SA	2013/14 SA	2014/15 SA	2015/16 SA	2016/17		2017/18
					SA (September - December 2016)	STAR* (January - August 2017)	STAR* (September 2017 - February 2018)
Number of primary schools using SA/STAR	208	222	167	105	27	174	135
Percentage of primary schools using SA/STAR	40%	46%	32%	20%	5%	33%	25%
Number of login records by primary school students	455 292	392 600	398 661	242 894	31 116	222 821	172 304

School year	2012/13 SA	2013/14 SA	2014/15 SA	2015/16 SA	2016/17		2017/18
					SA (September - December 2016)	STAR* (January - August 2017)	STAR* (September 2017 - February 2018)
Number of secondary schools using SA/STAR	92	137	67	44	12	57	47
Percentage of secondary schools using SA/STAR	20%	34%	15%	10%	3%	12%	10%
Number of login records by secondary school students	75 845	101 866	78 258	74 635	7 599	28 719	18 768

* SA has been upgraded to STAR platform since January 2017.

(c) The number of primary and secondary school 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				
	2012/13	2013/14	2014/15	2015/16	2016/17
Primary 3					
Total number of students participated in TSA	46 343	47 776	50 448	5 156	54 506
Students with SEN* (percentage share %)	9.2%	10.4%	9.8%	7.6%	9.6%
NCS* students participated in the Chinese assessment (percentage share %)	2.0%	2.1%	2.8%	4.5%	2.8%
Expenditure involved#	\$88,000	\$78,000	\$53,000	\$11,000	\$64,000
Primary 6					
Total number of students participated in TSA	52 510	4 012	47 317	1 952	47 220
Students with SEN* (percentage share %)	7.2 %	8.2%	8.2%	7.9%	8.7%
NCS* students participated in the Chinese assessment (percentage share %)	1.6%	2.3%	2.8%	4.9%	2.8%
Expenditure involved#	\$78,000	\$5,000	\$44,000	\$4,000	\$51,000
Secondary 3					
Total number of students participated in TSA	65 344	59 725	59 776	55 278	52 707
Students with SEN* (percentage share %)	3.4%	4.0%	4.5%	5.3%	6.3%

NCS* students participated in the Chinese assessment (percentage share %)	0.6%	0.7%	2.3%	2.4%	2.6%
Expenditure involved#	\$45,000	\$37,000	\$34,000	\$75,000	\$44,000
Total expenditure for three levels	\$211,000	\$120,000	\$131,000	\$90,000	\$159,000

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

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

(d) For the annual average expenditure on the BCA project for the contract period of 2015-18, please refer to reply (a). The estimated expenditure on Primary 3 TSA (that will be conducted in the second quarter of 2019) in the 2018/19 school year would be subject to actual arrangements.

(e) The details for the meetings of the 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 December 2015	81%
	23 December 2015	71%
	18 January 2016	81%
	4 February 2016	76%
	2 June 2016	76%
	27 September 2016	86%
	22 November 2016	76%
	7 December 2016	83%
	28 February 2017	81%
	26 April 2017	75%
	7 September 2017	90%
	27 October 2017	70%
	30 November 2017	80%
	14 February 2018	85%
Working Group on Administration and Reporting	5 January 2016	100%
	21 January 2016	82%
	9 March 2016	82%
	29 April 2016	82%
	6 September 2016	94%
	25 October 2016	76%
Working Group on Papers and Question Design	23 December 2015	81%
	6 January 2016	79%
	25 January 2016	83%
	25 February 2016	69%
	16 May 2016	67%
	12 September 2016	100%
	17 November 2016	71%
	3 March 2017	70%
	16 March 2017	60%
	22 June 2017	70%
	25 August 2017	80%

(f) In the school years of 2014/15 to 2016/17, the EDB commissioned the Chinese University of Hong Kong to conduct pilot research projects (research projects) on “Students’ Learning Attitude and Motivation Questionnaire Survey”. Each research project lasted for 1 year and involved an expenditure of less than \$1.43 million. The research projects primarily aim to identify non-academic factors that affect students’ learning and performance in TSA, and how different support measures affect NCS students’ performance in TSA’s Chinese Language assessment. The EDB expects that the questionnaire surveys would enable schools to better grasp what might affect students’ learning attitude and motivation from multiple perspectives, and thus enhance learning and teaching.

The research projects included questionnaires for schools, parents and students. All schools and parents participated in the research projects on a voluntary basis and prior consent was obtained from all related parties. After consolidating non-academic information collected through the questionnaires, the academic institution responsible for the research projects passed the information to the HKEAA for matching with TSA results of relevant participants. The information was then coded and provided to the academic institution for further analysis. Therefore, the academic institution would not access any TSA performance information that could identify the individual concerned.

(g) In accordance with the Government’s established procurement procedures, the EDB invited qualified academic institutions to submit quotations and awarded contracts under the mechanism. Besides, when inviting academic institutions to submit quotations, the EDB organised briefing sessions to ensure that these institutions could understand the purposes and requirements of the research projects under the principles of fairness and equality.

In the school years of 2014/15 to 2016/17, 5 qualified academic institutions were invited to submit quotations for the research projects, and contracts were awarded under the established procurement procedures and terms.

- End -

CONTROLLING OFFICER'S REPLY**EDB070****(Question Serial No. 0006)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 2013/14 to 2017/18 school years):

(a) the number of primary and secondary schools receiving the Learning Support Grant by using the table below:

Provision for Learning Support Grant (\$)	No. of primary schools					No. of secondary schools				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
0 – 110,000										
110,001 – 400,000										
400,001 – 600,000										
600,001 – 800,000										
800,001 – below 1,000,000										
1,000,000 or above										

(b) the number of primary and secondary schools provided with the School-based Educational Psychology Service;

(c) the total annual expenditure on the Enhanced Speech Therapy Grant, and the number of primary schools receiving the Basic Grant and Top-up 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 having joined the Intensive Remedial Teaching Programme in Primary Schools and the Integrated Education Programme, the number of students benefiting from these Programmes, the number of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per student place;
- (f) the number of secondary schools provided with additional teachers to support academic low 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 students with special educational needs, and the total annual provision; and
- (h) the total provision for the Top-up Fund for primary and secondary schools' procurement of special furniture and equipment, and the number of primary and secondary schools benefiting from the provision.

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

Reply:

(a) to (h)

To help public sector mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of regular subvention, has been providing these schools with additional resources, including 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 support academic low 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 in schools, the level of support they require, the number of classes and the applications of individual schools when need arises, but irrespective of the districts in which the schools operate. Hence, we are unable to give a breakdown of the provision by district. The respective number of public sector mainstream primary and secondary schools eligible for LSG within each specified range of provision from the 2013/14 to 2017/18 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 academic low achievers from the 2013/14 to 2017/18 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 by EDB 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 provided with the same resources 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.

Distribution of public sector primary and secondary schools within the specified range of Learning Support Grant (LSG) allocated from the 2013/14 to 2017/18 school years

Provision of LSG (\$)	Number of primary schools					Number of secondary schools				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
0 – 110,000	4	2	2	2	43	58	43	30	27	18
110,001 – 400,000	123	109	105	103	94	161	120	110	102	74
400,001 – 600,000	49	23	25	25	21	58	60	64	65	82
600,001 – 800,000	58	41	31	29	33	56	46	42	41	47
800,001 – 1,000,000	48	42	38	30	22	26	38	35	28	35
1,000,001 or above	19	87	109	125	142	23	76	101	119	129

Note: To enhance the support for schools having admitted a larger number of students with SEN, EDB has raised the ceiling of LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year and increased the rate of grant by 30% in the 2014/15 school year. Starting from the 2015/16 school year, the rate and ceiling of 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 2013/14 to 2017/18 school years

	2013/14	2014/15	2015/16	2016/17	2017/18
Primary schools	297	341	401	454	454
Secondary schools	282	308	333	391	389

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 2013/14 to 2017/18 school years

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of schools	452	452	451	454	453
Total provision (\$ million)	51.5	54.4	57.4	59.8	62.8

Note: ESTG is provided to government and aided primary schools that have admitted students with speech and language impairment (SLI). 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 Top-up Grant, except for a few that do not have moderate or severe cases. For secondary schools, they may utilise LSG to support students with SLI.

Table 3

A. Number of primary schools and additional teachers under the Intensive Remedial Teaching Programme (IRTP) from the 2013/14 to 2017/18 school years

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of primary schools	251	250	243	242	241
Number of additional teachers	403	398	388	383	382

B. Number of schools, additional teachers and learning support assistants under the Integrated Education (IE) Programme from the 2013/14 to 2017/18 school years

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of primary schools	27	27	25	25	25
Number of additional teachers in primary schools	23	23	21	21	21
Number of learning support assistants in primary schools	21	23	21	20	20
Number of secondary schools	11	9	8	8	8
Number of additional teachers in secondary schools	10	9	8	8	8
Number of learning support assistants in secondary schools	10	9	8	8	8

Note:

1. Since the introduction of the New Funding Mode (NFM) in the 2003/04 school year, schools implementing IRTP and IE Programme have been encouraged to switch to NFM for greater flexibility in the use of resources to support students with SEN.
2. The number of students under IRTP and IE Programme is only for calculation of additional manpower that schools should be provided with. In actual operation, irrespective of the funding mode adopted, schools should deploy additional manpower to render appropriate support to students in need under the Whole School Approach to integrated education. Hence, whether they are the targets of IRTP and IE Programme, students with SEN should all benefit from such additional resources. Providing the number of students under these Programmes and their unit cost is therefore not meaningful.

Table 4

Number of public sector secondary schools provided with additional teachers to support academic low achievers and number of additional teachers provided from the 2013/14 to 2017/18 school years

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of schools provided with additional teachers to support academic low achievers	252	256	257	262	263
Number of additional teachers provided	592	577	564	555	550

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 0029)

Head: (156) Government Secretariat: Education Bureau
Subhead: (-) Not specified
Programme: (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)
Director of Bureau: Secretary for Education
Question:

Please provide the following information by type of special schools:

- (a) the number of classes at each level, number of students, number of teachers, unit cost of school places, class-to-teacher ratio, teacher-to-student ratio and unit cost of boarding places for the past 5 years (2013/14 to 2017/18 school years) and the coming year (2018/19 school year);
- (b) the establishment and salary scale of all specialists (such as speech therapists) and non-specialists of the past 5 years (2013/14 to 2017/18 school years) and the coming year (2018/19 school year); and
- (c) the number of students able to pursue further studies or receive vocational training (in post-secondary institutions, vocational training schools, etc.) after completing secondary education in the past 5 years (2013/14 to 2017/18 school years), with a breakdown by type of institutions they enrolled in.

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

Reply:

- (a)
- The number of approved classes, number of students, teaching staff establishment, average unit cost per school place, class-to-teacher ratio, teacher-to-student ratio and average unit cost per boarding place of each type of special schools from the 2013/14 to 2017/18 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools in the 2018/19 school year are tabulated below. As the calculation of the teaching staff establishment, class-to-teacher ratio and teacher-to-student ratio is based on the actual number of classes and students and the calculation of the average unit cost per school place and per boarding 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 2018/19 school year at this stage.

School Type	2018/19 School Year	
	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	130
Hearing Impairment	11	70
Physical Disability	99	880
Mild Intellectual Disability	228	3 140
Moderate Intellectual Disability	223	1 950
Severe Intellectual Disability	100	680
School for Social Development	91	600
Hospital School	33	310

It is a common practice for special schools to adopt flexible groupings across grade levels and devise individual education plans to cater for the special educational needs of the students. Presenting the numbers of classes by grade level is therefore not reflecting the actual operation in special schools.

(b)

Special schools are provided with specialist staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braillists, as well as non-specialist staff, including laboratory technicians, clerical staff, janitor staff, teacher assistants, workshop attendants, drivers and artisans, according to their school type. The specialist staff and non-specialist staff establishment of different types of special schools from the 2013/14 to 2017/18 school years are set out at Appendix 2 and Appendix 3 respectively. The salary scale of specialist staff and non-specialist staff is set out at Appendix 4. As the calculation of the specialist staff and non-specialist staff establishment is based on the actual number of classes being operated, we are unable to provide these figures for different types of special schools for the 2018/19 school year at this stage.

(c)

In general, special schools will help their students plan and apply for post-school placement in accordance with their interests, capabilities and 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 2013/14 to 2016/17 school years is set out at Appendix 5. As the current school year is still not finished, we are unable to provide information on special school leavers for the 2017/18 school year. Apart from pursuing further studies and vocational training, special school leavers may also receive vocational rehabilitation service, day training service, day care service, etc.

**Number of Approved Classes, Number of Students, Teaching Staff Establishment,
Average Unit Cost per School Place, Average Unit Cost per Boarding Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2013/14 to 2017/18 School Years**

School Type	2013/14 School Year						
	No. of Approved Classes	No. of Students (as at September 2013)	Teaching Staff Establishment <small>Note 5</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to- Teacher Ratio	Teacher- to-class Ratio
Visual Impairment	15	124	37.4	\$229,000	\$134,500	1 : 2.5	1 : 3.3
Hearing Impairment	16	111	36.7	\$262,500	\$335,000	1 : 2.5	1 : 3.0
Physical Disability	102	936	198.9	\$254,000	\$234,500	1 : 2.0	1 : 4.7
Mild Intellectual Disability <small>Note 1</small>	206	3 098	495.4	\$145,500	NA ^{Note 2}	1 : 2.4	1 : 6.3
Moderate Intellectual Disability <small>Note 1</small>	196	1 822	447.8	\$218,000	\$198,000	1 : 2.3	1 : 4.1
Severe Intellectual Disability	99	704	178.7	\$281,000	\$255,500	1 : 1.8	1 : 3.9
School for Social Development	80	744	153.4	\$134,000	NA ^{Note 3}	1 : 1.9	1 : 4.9
Hospital School	33	295	60.1	\$153,000	NA ^{Note 4}	1 : 1.8	1 : 4.9

Notes:

- Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential services provided in schools for social development are subvented by the Social Welfare Department.
- Hospital School only provides educational services to hospitalized students and does not provide boarding services.
- Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

**Number of Approved Classes, Number of Students, Teaching Staff Establishment,
Average Unit Cost per School Place, Average Unit Cost per Boarding Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2013/14 to 2017/18 School Years**

School Type	2014/15 School Year						
	No. of Approved Classes	No. of Students (as at September 2014)	Teaching Staff Establishment <small>Note 5</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to- Teacher Ratio	Teacher- to-class Ratio
Visual Impairment	15	126	37.6	\$258,500	\$157,000	1 : 2.5	1 : 3.4
Hearing Impairment	15	102	34	\$279,000	\$395,000	1 : 2.3	1 : 3.0
Physical Disability	102	921	196.9	\$279,000	\$271,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability <small>Note 1</small>	214	3 051	513.6	\$171,000	NA ^{Note 2}	1 : 2.4	1 : 5.9
Moderate Intellectual Disability <small>Note 1</small>	200	1 865	459.4	\$239,500	\$233,500	1 : 2.3	1 : 4.1
Severe Intellectual Disability	100	691	180.6	\$313,000	\$294,500	1 : 1.8	1 : 3.8
School for Social Development	82	632	155.8	\$149,000	NA ^{Note 3}	1 : 1.9	1 : 4.1
Hospital School	33	255	60.1	\$167,500	NA ^{Note 4}	1 : 1.8	1 : 4.2

Notes:

- Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential services provided in schools for social development are subvented by the Social Welfare Department.
- Hospital School only provides educational services to hospitalized students and does not provide boarding services.
- Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

**Number of Approved Classes, Number of Students, Teaching Staff Establishment,
Average Unit Cost per School Place, Average Unit Cost per Boarding Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2013/14 to 2017/18 School Years**

School Type	2015/16 School Year						
	No. of Approved Classes	No. of Students (as at September 2015)	Teaching Staff Establishment <small>Note 5</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to- Teacher Ratio	Teacher- to-class Ratio
Visual Impairment	15	125	37.6	\$293,000	\$166,000	1:2.5	1:3.3
Hearing Impairment	14	87	31.3	\$293,000	\$403,500	1:2.2	1:2.8
Physical Disability	102	915	197.2	\$294,000	\$282,500	1:1.9	1:4.6
Mild Intellectual Disability <small>Note 1</small>	216	3 049	523.7	\$171,500	NA ^{Note 2}	1:2.4	1:5.8
Moderate Intellectual Disability <small>Note 1</small>	202	1 879	469.1	\$253,000	\$243,000	1:2.3	1:4.0
Severe Intellectual Disability	99	679	178.3	\$329,000	\$306,000	1:1.8	1:3.8
School for Social Development	83	600	159.5	\$164,000	NA ^{Note 3}	1:1.9	1:3.8
Hospital School	33	369	60.1	\$178,000	NA ^{Note 4}	1:1.8	1:6.1

Notes:

- Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- Hospital School only provides educational services to hospitalized and does not provide boarding services.
- Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

**Number of Approved Classes, Number of Students, Teaching Staff Establishment,
Average Unit Cost per School Place, Average Unit Cost per Boarding Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2013/14 to 2017/18 School Years**

School Type	2016/17 School Year						
	No. of Approved Classes	No. of Students (as at September 2016)	Teaching Staff Establishment <small>Note 5</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to- Teacher Ratio	Teacher- to-class Ratio
Visual Impairment	15	123	37.6	\$320,000	\$177,500	1:2.5	1:3.3
Hearing Impairment	13	89	30.9	\$306,000	\$441,500	1:2.4	1:2.9
Physical Disability	101	883	199	\$314,000	\$294,500	1:2.0	1:4.4
Mild Intellectual Disability <small>Note 1</small>	217	3 103	519.4	\$177,000	NA <small>Note 2</small>	1:2.4	1:6.0
Moderate Intellectual Disability <small>Note 1</small>	205	1 911	471	\$260,000	\$252,000	1:2.3	1:4.1
Severe Intellectual Disability	98	687	178.2	\$342,000	\$321,000	1:1.8	1:3.9
School for Social Development	83	553	158.8	\$181,000	NA <small>Note 3</small>	1:1.9	1:3.5
Hospital School	33	333	60.1	\$186,000	NA <small>Note 4</small>	1:1.8	1:5.5

Notes:

- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- Hospital School only provides educational services to hospitalized students and does not provide boarding services.
- Teaching staff establishment excludes school heads and teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

**Number of Approved Classes, Number of Students, Teaching Staff Establishment,
Average Unit Cost per School Place, Average Unit Cost per Boarding Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2013/14 to 2017/18 School Years**

School Type	2017/18 School Year						
	No. of Approved Classes	No. of Students (as at September 2017)	Teaching Staff Establishment <small>Note 7</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Teacher Ratio	Teacher-to-class Ratio
Visual Impairment	15	112	43.1	\$359,000	\$183,500	1:2.9	1:2.6
Hearing Impairment	12	84	35	\$343,500	NA ^{Note 1}	1:2.9	1:2.4
Physical Disability	102	877	224.4	\$334,000	\$302,500	1:2.2	1:3.9
Mild Intellectual Disability <small>Note 2</small>	218	3 154	576.8	\$195,500	NA ^{Note 4}	1:2.6	1:5.5
Moderate Intellectual Disability <small>Notes 2,3</small>	210	1 992	534.5	\$285,500	\$258,500	1:2.5	1:3.7
Severe Intellectual Disability <small>Note 3</small>	99	699	206.6	\$361,500	\$331,500	1:2.1	1:3.4
School for Social Development	89	594	191.5	\$200,000	NA ^{Note 5}	1:2.2	1:3.1
Hospital School	33	314	64.4	\$198,500	NA ^{Note 6}	1:2.0	1:4.9

Notes:

1. 1 school for children with hearing impairment will complete mainstreaming in the 2018/19 school year. In the 2017/18 school year, its boarding section only provided a few boarding places based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.
2. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. 1 school for children with severe intellectual disability is operating classes for children with moderate intellectual disability on a pilot basis. The figures are categorised according to the respective class types.
4. Schools for children with mild intellectual disability do not provide boarding service.

5. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
6. Hospital School only provides educational services to hospitalized students and does not provide boarding services.
7. Teaching staff establishment excludes teachers employed with other grants (resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme in Hospital School).

Establishment of Specialist Staff in Special Schools from the 2013/14 to 2017/18 School Years

School Type	2013/14 School Year								2014/15 School Year								2015/16 School Year							
	SW	RN	EP <small>Note 3</small>	ST	PT	OT	OTA	Br	SW	RN	EP <small>Note 3</small>	ST	PT	OT	OTA	Br	SW	RN	EP <small>Note 3</small>	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2	-	1	3	-	-	-	-	2	-	1	3	-	-	-	-	1.5	-	1	3	-	-	-	-
Physical Disability	14.5	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability <small>Note 1</small>	41.5	13.5	5	45	-	-	-	-	41.5	13.5	5	45	-	-	-	-	42.5	13.5	5	45	-	-	-	-
Moderate Intellectual Disability <small>Note 1</small>	30	17.5	6	48	-	-	-	-	30	17.5	6	49	-	-	-	-	31	17.5	6	49	-	-	-	-
Severe Intellectual Disability	10	10	0	22.5	24	24	24	-	10	10	1	22	24.5	24.5	24.5	-	10	10	1	22	24	24	24	-
School for Social Development	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-	15	-	2	-	-	-	-	-
Hospital School <small>Note 2</small>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker, RN: Registered Nurse, EP: Educational Psychologist, ST: Speech Therapist, PT: Physiotherapist, OT: Occupational Therapist, OTA: Occupational Therapist Assistant, Br: Brailist

Notes:

1. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. Specialist services for Hospital School are provided by the hospitals.
3. EP is jointly employed by special schools and based in one of the schools concerned. Except for the 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.

Establishment of Specialist Staff in Special Schools from the 2013/14 to 2017/18 School Years

School Type	2016/17 School Year								2017/18 School Year							
	SW	RN	EP Note 4	ST	PT	OT	OTA	Br	SW	RN	EP Note 4	ST	PT	OT	OTA	Br
Visual Impairment	2	1	0	2	1.5	1.5	1.5	3.5	2	1	0	3	1.5	3.5	3.5	3.5
Hearing Impairment	1.5	-	1	3	-	-	-	-	1.5	-	1	3	-	1	1	-
Physical Disability	14	10	2	23	33.5	33.5	33.5	-	14	11	3	23	33.5	33.5	33.5	-
Mild Intellectual Disability Note 1	43.5	14.5	5	49	-	-	-	-	44	14.5	5	49	-	17	17	-
Moderate Intellectual Disability Notes 1,2	30	16.5	6	46	-	-	-	-	30.5	17	6.5	48.5	-	19	19	-
Severe Intellectual Disability Note 2	10	10	1	22	23.5	23.5	23.5		10.5	9.5	1.5	21	24	24	24	-
School for Social Development	15	-	2	-	-	-	-	-	15	-	2	8	-	-	-	-
Hospital School Note 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker, RN: Registered Nurse, EP: Educational Psychologist, ST: Speech Therapist, PT: Physiotherapist, OT: Occupational Therapist, OTA: Occupational Therapist Assistant, Br: Brailist

Notes:

1. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
2. 1 school for children with severe intellectual disability operated classes for children with moderate intellectual disability on a pilot basis in the 2017/18 school year. The figures are categorised according to the respective class types.
3. Specialist services for Hospital School are provided by the hospitals.
4. EP is jointly employed by special schools and based in one of the schools concerned. Except for the 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.

Establishment of Non-specialist Staff in Special Schools from the 2013/14 to 2017/18 School Years

School Type	2013/14 School Year							2014/15 School Year							2015/16 School Year						
	LT	CS	JS	TA	WA	DRI	ART	LT	CS	JS	TA	WA	DRI	ART	LT	CS	JS	TA	WA	DRI	ART
Visual Impairment	2	3	13	3.5	1	3	-	2	3	13	7	1	3	-	2	3	13	7	1	3	-
Hearing Impairment	4	3	16	-	2	3	-	4	3	16	-	2	3	-	3	3	16	-	1	3	-
Physical Disability	6	13	128	51	-	23	15	6	13	129	102	-	23	16	7	13	130	102	-	24	16
Mild Intellectual Disability Note 1	-	28	124	-	12	-	-	-	28	125	57	12	-	-	-	28	126	60.5	12	-	-
Moderate Intellectual Disability Note 1	-	27	134	-	15	43	-	-	27	137	42	15	47	-	-	27	137	45.5	15	50	-
Severe Intellectual Disability	-	10	138	49.5	-	25	8	-	11	137	100	-	25	9	-	11	138	99	-	27	9
School for Social Development	6	13	51	-	5	5	-	6	13	52	-	5	5	-	6	13	52	-	4	5	-
Hospital School	-	2	4	11	-	-	-	-	2	4	22	-	-	-	-	2	4	22	-	-	-

LT: Laboratory Technician, CS: Clerical Staff, JS: Janitor Staff, TA: Teacher Assistant, WA: Workshop Attendant, DRI: Driver and ART: Artisan

Note:

- Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.

Establishment of Non-specialist Staff in Special Schools from the 2013/14 to 2017/18 School Years

School Type	2016/17 School Year							2017/18 School Year						
	LT	CS	JS	TA	WA	DRI	ART	LT	CS	JS	TA	WA	DRI	ART
Visual Impairment	2	3	13	7	1	3	-	2	3	13	7	1	3	-
Hearing Impairment	3	3	16	-	1	3	-	3	3	16	-	1	3	-
Physical Disability	7	13	129	101	-	24	16	7	13	130	102	-	25	16
Mild Intellectual Disability <small>Note 1</small>	-	29	128	61.5	13	-	-	-	29	129	64.5	13	-	-
Moderate Intellectual Disability <small>Notes 1,2</small>	-	26	139	49	14	53	-	-	27	140	52	14	53	-
Severe Intellectual Disability <small>Note 2</small>	-	11	138	98	-	26	9	-	12	139	98	-	26	9
School for Social Development	6	13	52	-	4	5	-	7	14	58	-	4	5	-
Hospital School	-	2	4	22	-	-	-	-	2	4	22	-	-	-

LT: Laboratory Technician, CS: Clerical Staff, JS: Janitor Staff, TA: Teacher Assistant, WA: Workshop Attendant, DRI: Driver and ART: Artisan

Notes:

- Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- 1 school for children with severe intellectual disability is operating classes for children with moderate intellectual disability on a pilot basis in the 2017/18 school year. The figures are categorised according to the respective class types.

Salary Scale of Specialist Staff in the 2017/18 School Year

Post		Salary Scale
Educational Psychologist II		\$42,410 – \$67,065
Educational Psychologist I		\$67,270 – \$101,070
Occupational Therapist Assistant		\$18,205 – \$28,865
Occupational Therapist II		\$27,485 – \$44,415
Occupational Therapist I		\$46,445 – \$67,270
Senior Occupational Therapist		\$67,270 – \$82,425
Physiotherapist II		\$27,485 – \$44,415
Physiotherapist I		\$46,445 – \$67,270
Senior Physiotherapist		\$67,270 – \$82,425
Speech Therapist		\$30,320 – \$67,065
Special School Social Worker	Assistant Social Work Officer	\$30,320 – \$67,065
	Senior Social Work Assistant	\$42,410 – \$55,825
Registered Nurse		\$28,865 – \$46,445
Brailist		\$17,080 – \$28,865

Salary Scale of Non-Specialist Staff in the 2017/18 School Year

Post	Salary Scale
Laboratory Technician III	\$13,570 – \$15,400
Laboratory Technician II	\$19,395 – \$38,675
Laboratory Technician I	\$40,505 – \$53,300
Workshop Attendant	\$13,285 – \$16,240
Artisan	\$16,065 – \$19,395
Motor Driver	\$16,065 – \$19,395
Special Driver	\$19,395 – \$21,880
Teacher Assistant	\$12,475 – \$14,700
Clerical Assistant	\$12,480 – \$21,880 #
Assistant Clerical Officer	\$14,140 – \$28,865 #
Janitor Staff	\$12,475 – \$14,700 #

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.

**Number of students of special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

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 / 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	3	0	0	3
Total		7	24	7	0	219	20	0	277

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. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

**Number of students of special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

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 / 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	5	7	0	12
Total		8	27	13	1	179	22	0	250

HI: Hearing Impairment;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

PD: Physical 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. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

**Number of students of special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

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 / Sunnyway – 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

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. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

**Number of students of special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

2016/17 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	6	6	0	0	0	0	12
	The Hong Kong Institute of Vocational Education	3	5	0	0	0	0	0	8
	Yi Jin Project	0	2	1	0	0	0	0	3
	Construction Industry Training Centre / Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Pro-Act Training and Development Centres	0	0	0	0	1	0	0	1
Vocational Training	Shine Skills Centre	2	12	0	0	111	10	0	135
	Integrated Vocational Training Centre	2	1	0	0	71	3	0	77
	Integrated Vocational Training Centre – Residential Service	0	0	0	0	3	2	0	5
	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	1	0	0	1
Total		7	26	8	0	187	15	0	243

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. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Ssecondary Three, its school leavers will continue their secondary education in mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB072****(Question Serial No. 0030)**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 Ingrid YEUNG)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 (2013/14 to 2017/18 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 (2013/14 to 2017/18 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 newly admitted students from the Mainland in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2013/14 to 2017/18 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 from ethnic minorities in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2013/14 to 2017/18 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 with special educational needs (SEN) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2013/14 to 2017/18 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

- (f) In the past 5 school years (2013/14 to 2017/18 school years), what policies were adopted by the Administration to assist the student groups mentioned in item (b) to item (e)? What was the amount of public funding involved?

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

Reply:

- (a) The total number of students in kindergartens, primary and secondary schools by district and by sector from the 2013/14 to 2017/18 school years are tabulated 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 2013/14 to 2017/18 school years are tabulated at Appendices 2(a), 2(b) and 2(c) respectively.
- (c) The number of newly admitted students from the Mainland in primary and secondary schools by district and by sector from the 2013/14 to 2017/18 school years are tabulated at Appendix 3. Please note that the Education Bureau (EDB) does not collect information on the newly admitted pupils from the Mainland in kindergartens.
- (d) 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 2013/14 to 2017/18 school years are tabulated at Appendix 4.
- (e) Support services for children with special needs at pre-primary levels are provided by the Social Welfare Department. Hence, EDB does not maintain data on students with special needs in kindergartens. The number of students with special educational needs (SEN) studying in public sector primary and secondary schools, the English Schools Foundation (ESF) schools, other private international schools, and private independent schools (PIS) from the 2013/14 to 2017/18 school years are set out at Appendix 5.
- (f) *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 2013/14 to 2017/18 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 (NCS) 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) and the creation of an inclusive learning environment in schools. The support measures for NCS students from the 2013/14 to 2017/18 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 Special Educational Needs (SEN)

To help schools cater 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 has been 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. Starting from the 2017/18 school year, EDB will, by phases in 3 years, provide each public sector mainstream primary or secondary school with an additional graduate teaching post so that schools could assign a designated teacher as Special Educational Needs Coordinator to support integrated education. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN. The expenditure on additional support and services for students with SEN in public sector mainstream schools has continued to increase from the 2013/14 to 2017/18 school years. The revised estimated expenditure for the 2017/18 school year is \$1,667 million.

At present, recurrent subvention is provided to the ESF for its support for students with SEN in the ESF's mainstream schools and special school. In the 2013/14 to 2017/18 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 2013/14 to 2017/18 School Years

District	2013/14			2014/15			2015/16			2016/17			2017/18		
	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	4 880	632	5 512	4 839	675	5 514	5 124	933	6 057	5 434	745	6 179	5 392	900	6 292
Wan Chai	5 649	776	6 425	5 842	710	6 552	5 921	770	6 691	6 329	796	7 125	6 379	753	7 132
Eastern	9 919	1 874	11 793	10 027	1 971	11 998	10 288	2 069	12 357	9 802	2 058	11 860	9 580	2 051	11 631
Southern	3 242	1 531	4 773	3 348	1 440	4 788	3 449	1 371	4 820	3 350	1 298	4 648	3 473	1 280	4 753
Yau Tsim Mong	4 472	1 409	5 881	4 621	1 578	6 199	4 735	1 734	6 469	4 777	1 722	6 499	4 761	1 904	6 665
Sham Shui Po	8 114	216	8 330	8 705	230	8 935	9 188	254	9 442	9 400	333	9 733	9 399	341	9 740
Kowloon City	12 609	10 029	22 638	12 835	10 038	22 873	13 299	10 304	23 603	13 321	9 733	23 054	13 398	9 396	22 794
Wong Tai Sin	7 044	38	7 082	7 268	57	7 325	7 560	84	7 644	7 515	93	7 608	7 276	98	7 374
Kwun Tong	11 349	156	11 505	11 712	189	11 901	12 128	241	12 369	12 093	271	12 364	12 091	253	12 344
Sai Kung	6 350	1 834	8 184	6 527	1 970	8 497	7 028	2 149	9 177	7 183	1 972	9 155	7 368	1 828	9 196
Sha Tin	10 261	2 222	12 483	10 721	2 468	13 189	11 686	2 774	14 460	11 974	2 739	14 713	12 416	2 635	15 051
Tai Po	5 031	1 099	6 130	5 245	1 161	6 406	5 577	1 288	6 865	5 568	1 214	6 782	5 524	1 214	6 738
North	10 826	827	11 653	11 508	1 055	12 563	11 833	1 137	12 970	11 450	733	12 183	10 057	603	10 660
Yuen Long	15 173	1 039	16 212	15 483	1 344	16 827	16 145	1 607	17 752	15 898	1 317	17 215	15 432	1 310	16 742
Tuen Mun	11 248	490	11 738	12 061	669	12 730	12 543	847	13 390	12 264	953	13 217	11 528	941	12 469
Tsuen Wan	5 431	802	6 233	5 638	748	6 386	5 940	993	6 933	6 218	1 004	7 222	6 268	1 005	7 273
Kwai Tsing	9 266	460	9 726	9 648	498	10 146	10 274	499	10 773	10 061	502	10 563	9 974	501	10 475
Islands	2 748	797	3 545	2 762	806	3 568	2 867	759	3 626	3 143	769	3 912	3 148	670	3 818
All Districts	143 612	26 231	169 843	148 790	27 607	176 397	155 585	29 813	185 398	155 780	28 252	184 032	153 464	27 683	181 147

- 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 2013/14 to 2017/18 School Years

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

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	685	7 573	0	2 575	1 274	12 107
Wan Chai	2 416	5 987	0	3 516	1 662	13 581
Eastern	2 173	14 522	1 220	1 023	3 457	22 395
Southern	741	4 457	1 419	2 800	5 045	14 462
Yau Tsim Mong	1 437	11 650	1 234	882	0	15 203
Sham Shui Po	2 074	12 814	1 664	5 042	948	22 542
Kowloon City	2 896	17 793	1 739	8 054	4 055	34 537
Wong Tai Sin	587	14 507	0	2 725	0	17 819
Kwun Tong	1 462	23 239	775	663	969	27 108
Sai Kung	648	12 111	2 896	200	979	16 834
Sha Tin	777	26 501	1 883	1 723	898	31 782
Tai Po	936	13 559	0	260	1 237	15 992
North	807	19 395	0	0	0	20 202
Yuen Long	2 629	28 740	1 449	446	16	33 280
Tuen Mun	613	22 512	774	68	543	24 510
Tsuen Wan	1 737	11 593	0	91	0	13 421
Kwai Tsing	0	18 742	537	0	0	19 279
Islands	0	5 144	0	1 022	829	6 995
All Districts	22 618	270 839	15 590	31 090	21 912	362 049

- Notes: (1) Figures do not include special schools. International schools include the 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 2013/14 to 2017/18 School Years

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

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	844	5 043	0	2 253	0	1 714	9 854
Wan Chai	2 213	7 204	0	1 590	0	1 182	12 189
Eastern	3 111	12 658	0	2 838	0	2 202	20 809
Southern	0	6 925	0	1 806	1 495	5 321	15 547
Yau Tsim Mong	1 397	8 761	479	2 485	26	0	13 148
Sham Shui Po	636	12 183	779	6 650	1 005	495	21 748
Kowloon City	1 375	20 180	0	4 440	1 007	2 555	29 557
Wong Tai Sin	404	15 097	0	1 298	526	0	17 325
Kwun Tong	1 404	18 557	0	5 108	0	753	25 822
Sai Kung	803	11 344	0	5 312	72	318	17 849
Sha Tin	1 490	23 349	0	4 800	1 714	1 202	32 555
Tai Po	423	10 958	0	1 309	0	6	12 696
North	1 017	12 743	0	1 173	22	288	15 243
Yuen Long	3 247	20 781	0	3 557	80	0	27 665
Tuen Mun	1 445	19 599	0	0	0	627	21 671
Tsuen Wan	854	8 837	0	0	0	0	9 691
Kwai Tsing	0	21 232	0	0	0	0	21 232
Islands	350	3 520	0	1 244	796	293	6 203
All Districts	21 013	238 971	1 258	45 863	6 743	16 956	330 804

- 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 the 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 2013/14 to 2017/18 School Years

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2013/14	4 908
	2014/15	5 379
	2015/16	5 431
	2016/17	4 500
	2017/18	2 997
Tai Po	2013/14	340
	2014/15	391
	2015/16	346
	2016/17	182
	2017/18	94
Sha Tin	2013/14	25
	2014/15	51
	2015/16	62
	2016/17	39
	2017/18	16
Yuen Long	2013/14	2 235
	2014/15	2 500
	2015/16	2 547
	2016/17	1 723
	2017/18	802
Tuen Mun	2013/14	1 679
	2014/15	1 893
	2015/16	1 856
	2016/17	1 257
	2017/18	624
Tsuen Wan & Kwai Tsing	2013/14	45
	2014/15	80
	2015/16	91
	2016/17	85
	2017/18	40
Tung Chung	2013/14	54
	2014/15	69
	2015/16	73
	2016/17	60
	2017/18	37
Wong Tai Sin	2014/15	1
	2015/16	1
	2016/17	0
	2017/18	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 2013/14 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 2013/14 to 2017/18 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	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
	2017/18	358	6 709	0	0	0	0	7 067
Tai Po	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
	2017/18	453	2 325	0	0	9	0	2 787
Sha Tin	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
	2017/18	0	599	3	0	0	0	602
Yuen Long	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
	2017/18	95	4 527	5	0	36	0	4 663
Tuen Mun	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
	2017/18	41	2 807	17	0	0	0	2 865
Tsuen Wan & Kwai Tsing	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
	2017/18	0	466	0	0	0	0	466
Tung Chung	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
	2017/18	0	381	0	0	0	0	381
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
	2017/18	0	384	0	0	0	0	384

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 2013/14 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 2013/14 to 2017/18 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	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
	2017/18	274	2 139	149	0	0	0	2 562
Tai Po	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
	2017/18	70	535	103	0	0	0	708
Sha Tin	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
	2017/18	0	81	3	0	0	0	84
Yuen Long	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
	2017/18	43	396	31	0	1	0	471
Tuen Mun	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
	2017/18	22	234	0	0	0	2	258
Tsuen Wan & Kwai Tsing	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
	2017/18	0	0	0	0	0	0	0
Tung Chung	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
	2017/18	0	1	0	0	0	0	1
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
	2017/18	0	0	0	0	0	0	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 2013/14 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 2013/14 to 2017/18 School Years

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

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	2	43	0	0	45
Wan Chai	6	19	0	3	28
Eastern	28	126	0	1	155
Southern	6	54	0	13	73
Yau Tsim Mong	57	182	3	0	242
Sham Shui Po	81	264	2	1	348
Kowloon City	7	177	4	4	192
Wong Tai Sin	23	246	0	1	270
Kwun Tong	24	477	0	0	501
Sai Kung	2	118	1	0	121
Sha Tin	3	274	1	1	279
Tai Po	10	207	0	1	218
North	20	303	0	0	323
Yuen Long	14	460	2	0	476
Tuen Mun	4	237	1	0	242
Tsuen Wan	5	263	0	0	268
Kwai Tsing	0	368	1	0	369
Islands	0	50	0	2	52
All Districts	292	3 868	15	27	4 202

- Notes: (1) Figures include ordinary day schools, but exclude special schools, the 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 the 2017/18 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 2013/14 to 2017/18 School Years

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

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	52	0	0	0	52
Wan Chai	1	67	0	18	0	86
Eastern	1	126	0	46	0	173
Southern	0	49	0	0	7	56
Yau Tsim Mong	10	130	90	71	0	301
Sham Shui Po	34	203	8	115	0	360
Kowloon City	0	196	0	24	3	223
Wong Tai Sin	67	188	0	0	0	255
Kwun Tong	22	180	0	277	0	479
Sai Kung	2	144	0	25	0	171
Sha Tin	0	293	0	7	0	300
Tai Po	46	204	0	20	0	270
North	39	76	0	3	0	118
Yuen Long	2	239	0	37	0	278
Tuen Mun	0	192	0	0	0	192
Tsuen Wan	0	215	0	0	0	215
Kwai Tsing	0	248	0	0	0	248
Islands	3	21	0	3	0	27
All Districts	227	2 823	98	646	10	3 804

- Notes: (1) Figures include ordinary day schools, but exclude special schools, the 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 the 2017/18 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 2013/14 to 2017/18 School Years

District	2013/14			2014/15			2015/16			2016/17			2017/18		
	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	765	389	1 154	703	365	1 068	671	481	1 152	802	388	1 190	744	411	1 155
Wan Chai	605	671	1 276	770	636	1 406	754	690	1 444	827	652	1 479	800	649	1 449
Eastern	618	362	980	659	365	1 024	536	348	884	521	357	878	558	343	901
Southern	682	753	1 435	751	623	1 374	785	555	1 340	650	582	1 232	619	634	1 253
Yau Tsim Mong	732	189	921	698	239	937	653	231	884	663	234	897	689	286	975
Sham Shui Po	342	2	344	313	7	320	315	9	324	356	9	365	412	4	416
Kowloon City	707	578	1 285	633	495	1 128	647	450	1 097	715	457	1 172	732	445	1 177
Wong Tai Sin	71	0	71	106	0	106	101	0	101	114	3	117	117	0	117
Kwun Tong	174	21	195	193	34	227	202	28	230	180	31	211	194	21	215
Sai Kung	484	217	701	475	194	669	499	210	709	530	199	729	569	194	763
Sha Tin	401	87	488	340	86	426	452	90	542	494	49	543	382	55	437
Tai Po	140	14	154	159	15	174	174	16	190	82	23	105	104	36	140
North	22	9	31	11	4	15	11	10	21	25	3	28	32	5	37
Yuen Long	597	15	612	594	39	633	599	47	646	629	40	669	669	59	728
Tuen Mun	217	60	277	227	48	275	248	62	310	242	45	287	282	45	327
Tsuen Wan	79	14	93	82	11	93	96	13	109	115	16	131	146	8	154
Kwai Tsing	655	2	657	658	4	662	671	1	672	628	0	628	682	2	684
Islands	763	592	1 355	782	614	1 396	765	562	1 327	1 009	570	1 579	1 053	428	1 481
All Districts	8 054	3 975	12 029	8 154	3 779	11 933	8 179	3 803	11 982	8 582	3 658	12 240	8 784	3 625	12 409

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 2013/14 to 2017/18 School Years

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

2017/18 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	653	0
Wan Chai	294	740	0
Eastern	29	175	7
Southern	8	35	1
Yau Tsim Mong	358	608	155
Sham Shui Po	696	94	96
Kowloon City	0	194	200
Wong Tai Sin	3	304	0
Kwun Tong	12	802	0
Sai Kung	1	236	7
Sha Tin	2	83	46
Tai Po	2	113	0
North	0	26	0
Yuen Long	16	859	82
Tuen Mun	0	664	32
Tsuen Wan	0	75	0
Kwai Tsing	0	467	478
Islands	0	966	0
All Districts	1 424	7 094	1 104

- 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, the 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 2013/14 to 2017/18 School Years

2013/14 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
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	Direct Subsidy Scheme
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	Direct Subsidy Scheme
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	Direct Subsidy Scheme
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

2017/18 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme
Central & Western	14	155	0	5
Wan Chai	73	534	0	156
Eastern	7	537	0	75
Southern	0	128	0	8
Yau Tsim Mong	449	71	2	197
Sham Shui Po	0	119	0	1 638
Kowloon City	3	175	0	147
Wong Tai Sin	1	61	0	17
Kwun Tong	0	142	0	853
Sai Kung	0	276	0	248
Sha Tin	0	53	0	312
Tai Po	1	11	0	50
North	1	6	0	0
Yuen Long	5	387	0	191
Tuen Mun	11	948	0	0
Tsuen Wan	2	58	0	0
Kwai Tsing	0	243	0	0
Islands	1	186	0	826
All Districts	568	4 090	2	4 723

- 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, the ESF and other international schools.

**Number of Students with Special Educational Needs (SEN) in
Public Sector Mainstream Schools from the 2013/14 to 2017/18 School Years**

	School Year				
School Level	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	17 390	18 200	19 830	21 860	22 980
Secondary	16 440	17 990	19 640	21 030	22 380
Total	33 830	36 190	39 470	42 890	45 360

- Notes: (1) As the provision of support services for students with SEN does not have relationship with the district in which they live or study, we do not provide the number of students with SEN by district.
- (2) SEN-related resources are subsumed under the Direct Subsidy Scheme (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 the English Schools Foundation (ESF)
Schools, Other Private International Schools, and Private Independent Schools (PIS)
from the 2013/14 to 2017/18 School Years**

School Year	ESF		PIS		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2017/18	439*	422*	183	234	404	284	1 026	940

* The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

- 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, the ESF and other private International Schools as reported by the schools concerned in response to the Student 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 2013/14 to 2017/18 School Years**

School Year		2013/14	2014/15	2015/16	2016/17	2017/18
Expenditure (\$ million)	Initiation Programme	21.5	21.8	23.9	24.1	30
	Induction Programme	2.2	2.1	1.8	2.8	2.8
	School-based Support Scheme Grant	25.1	24.9	24.9	38.1	36.5
	Total	48.8	48.8	50.6	65	69.3

Note: Figures for the 2017/18 school year are provisional and subject to revisions.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2013/14 to 2017/18 school years**

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
<p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, the funding support and school-based professional support provided have been significantly enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	61.3 Note 1	197.8 Note 1	224.0 Note 1	245.1 Note 1	258.5 Note 1
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note 1</p>	3.0 Note 1	3.0 Note 1	3.0 Note 1	3.0 Note 1

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	2.6	3.8	3.7	3.9	4.4

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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, given the aforementioned revised arrangement on the provision of additional recurrent funding to schools admitting NCS students, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	21.0	-	-	-	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow parents of NCS students to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.5	2.8	2.6	2.6	2.3
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	2.3	4.4	6.7	7.4

Support measures	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	Actual 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 other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.</p>	1.33	1.87	2.09	2.58	2.95
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 under the Language Fund.	2.51	1.09	2.35	1.18	3.50
<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>	3.0	3.0	-	0.7	-

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
(ii) 2 projects to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively	-	-	Note 2	Note 2	Note 2
(b) School-based professional support services	Note 1	Note 1	Note 1	Note 1	Note 1
(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:					
(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students	-	-	-	-	56.0
(ii) specific training courses for kindergarten teachers on support of NCS students	-	-	-	-	1.4

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 Programmes (USP) projects funded under the Education Development Fund, and a breakdown of expenditure by item is not available.
- (2) Regarding the USP projects, the actual expenditure is \$2.25 million and \$8.33 million for the 2015/16 and 2016/17 school years respectively, and the estimated expenditure is \$2.88 million and \$5.46 million for the 2017/18 and 2018/19 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 0031)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) In each of the financial years of 2016-17 and 2017-18, 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 cost of each of the teaching resources or assessment banks.

(b) According to Paragraph 34 in the Controlling Officer's Report under this Head, the EDB will "continue to develop a variety of learning and teaching resources for promoting Basic Law education in schools". Would the EDB advise this Committee of the following:

(i) in the 2018-19 financial year, the estimated expenditure and staff establishment for the development of the relevant resource packages and assessment banks;

(ii) the number of learning and teaching resources the EDB plans to develop. Please provide the name of the learning and teaching resources and the level of students for which the resources are intended; and

(iii) the specific plan the EDB has for promoting Basic Law education.

(c) The EDB produced a teaching resource package entitled "Constitution and the Basic Law" last year. Would the EDB provide the following information:

(i) the production cost of the teaching resource package; and

(ii) whether the EDB has procured outsourced services (e.g. services of a production house) for the production of the resource package. If yes, please provide the name of the service provider and the contract value.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 9)

Reply:

(a) and (b)

The Education Bureau (EDB) has attached great importance to promoting Basic Law education (BLE). A wide array of measures have been adopted continuously 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 for 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.

With respect to the development of L&T resources, the EDB has provided secondary schools with the “e-Book of Understanding the Law, Access to Justice - Basic Law Learning Package (Junior Secondary)” and its associated e-platform; “Development of Learning and Teaching Strategies and Resources to facilitate Students’ Deep Learning of the Basic Law through Community Study”; online L&T resources for the “Constitution and the Basic Law” module; “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers”; “Basic Law Online Course for Secondary School Students’ Self-directed Learning”; and two assessment banks, namely “Basic Law On-line Assessment (Junior Secondary)” (for students) and “Web on Assessment for BLE (Junior Secondary)” (for teachers). The two assessment banks have been developed for years and their updating work has been done by EDB officers. As such, the relevant expenditure only involves the routine management of the websites. In the 2018-19 financial year, the EDB will not develop other related assessment banks. Regarding primary schools, the EDB has provided the L&T Resource CDs for Primary General Studies (History and Culture Series)” and the “Basic Law Audio-visual L&T Package (Senior Primary) to enhance teachers’ and students’ understanding of the Basic Law. The expenditure of the aforementioned L&T resources is as follows:

Name of L&T Resources	Expenditure[^] (million)
e-Book of Understanding the Law, Access to Justice - Basic Law Learning Package (Junior Secondary) and its associated e-platform	0.06*
Development of Learning and Teaching Strategies and Resources to facilitate Students’ Deep Learning of the Basic Law through Community Study (Secondary)	0.71 ⁺
Online L&T resources for the “Constitution and the Basic Law” module	Not Applicable (Refer to (c))
Basic Law Knowledge Enrichment Online Course for Secondary School Teachers and supplementary video clips	1.08 ⁺
Basic Law Online Course for Secondary School Students’ Self-directed Learning and supplementary video clips	0.93 ⁺
Basic Law On-line Assessment (Junior Secondary) (for students)	Not Applicable [^]
Web on Assessment for BLE (Junior Secondary) (for teachers)	Not Applicable [^]
L&T Resource CD for Primary General Studies (History and Culture Series): Understanding Chinese History and Culture through	0.05*

Monuments in Hong Kong (從香港古蹟認識中國歷史與文化)	
L&T Resource CD for Primary General Studies (History and Culture Series): The Stories of the Silk Road (絲綢之路的故事)	0.06 ⁺
Basic Law Audio-visual L&T Package (Senior Primary)	1.15 ⁺

[^] Total expenditure on L&T resources. The relevant expenditure is covered in different financial years (2015-16, 2016-17, 2017-18, 2018-19 and 2019-20).

^{*} Actual expenditure

⁺ Estimated expenditure

^Δ Expenditure on the daily management of websites is subsumed under the recurrent expenditure of the EDB.

The expenditure on BLE-related curriculum development work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, staff establishment, etc. is subsumed under the recurrent expenditure of the EDB as an integral part of its day-to-day curriculum development work. Other than the above expenditure on L&T resources, there is no separate breakdown for individual items. The EDB will update the L&T resources on an ongoing basis in accordance with the sector's needs. There is no specific plan for the development of other L&T-related resources in the 2018-19 financial year for the time being. The EDB will continue to enhance students' understanding of the historical background of the Basic Law through Basic Law Competitions and suitable exchange activities and visits.

(c)

The EDB did not procure any outsourced service for the production of the "Constitution and the Basic Law" module. The related production cost and manpower resources are subsumed under the recurrent expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB074****(Question Serial No. 0032)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (700) General non-recurrentProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) Please provide the respective number of primary and secondary schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, and the average amount of grant disbursed to each primary and secondary school in each of the school years since 2015/16; and

(b) The Government has announced that the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland will be regularised starting from the 2018/19 school year. Please provide the respective number of primary and secondary schools expected to participate in the Scheme, and the average amount of grant each primary and secondary school is expected to receive in the 2018/19 school year.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 10)Reply:

(a) The number of schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) is set out by school year below:

School Year	Secondary School	Primary School	Special School
2015/16	150	139	13
2016/17	223	228	20
2017/18	250	260	25

Each participating school receives a fixed grant of \$120,000 per annum and professional support.

(b) The Government will regularise the Pilot Scheme with effect from the 2018/19 school year to provide financial assistance (\$150,000 for the 2018/19 school year) and professional support for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. It is anticipated that about 700 primary, secondary and special schools will participate in the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 0034)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Following the regularisation of a relevant pilot project under the Community Care Fund from the 2017/18 school year, the Government will provide each public sector ordinary primary and secondary school with an additional teaching post (Assistant Primary School Master/Mistress post for primary schools or Graduate Master/Mistress post for secondary schools) in phases over 3 years to facilitate the assignment of a designated teacher to take up the role of Special Educational Needs Coordinator. In this connection, would the Government advise this Committee of the following:

- (a) the respective number of primary schools and secondary schools with the provision of the said teaching post in the 2017/18 school year, with a breakdown by district, and the expenditures involved; and
- (b) the respective number of primary schools and secondary schools with the provision of the said teaching post in the 2018/19 school year, with a breakdown by district, and the estimated expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 12)

Reply:

(a) and (b)

In the 2017/18 school year, 244 public sector mainstream primary and secondary schools (126 primary schools and 118 secondary schools) have the provision of Special Educational Needs Coordinator (SENCO) and the revised estimated expenditure is around \$164 million. In the 2018/19 school year, the initiative will be further implemented at about 35% of public sector mainstream schools on top of the 244 schools mentioned above, and the estimated expenditure is around \$357 million. As the provision of SENCO is not related to the district where the school is located, we have not compiled figures by district.

- End -

CONTROLLING OFFICER'S REPLY

EDB076

(Question Serial No. 0035)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

About strengthening the manpower of specialists in special schools to improve special education services, would the Government advise this Committee of the following:

- (i) the details about providing an occupational therapist and an occupational therapist assistant for schools for children with mild intellectual disability, schools for children with moderate intellectual disability, schools for children with visual impairment and school for children with hearing impairment from the 2017/18 school year; the expenditures involved in the 2017/18 school year and the estimated expenditures for the 2018/19 school year;
- (ii) the details about providing a speech therapist for the school for children with visual impairment and schools for social development from the 2017/18 school year; the expenditures involved in the 2017/18 school year and the estimated expenditures for the 2018/19 school year;
- (iii) the details about enhancing the provision of school social workers for special schools starting from the 2018/19 school year and the estimated expenditures;
- (iv) the details about enhancing the provision of school nurse for schools for children with intellectual disability and schools for children with physical disability, and extending the provision to the school for children with visual impairment and the school for children with hearing impairment starting from the 2018/19 school year and the estimated expenditures; and
- (v) in view of the shortage of specialists as reflected by special schools which failed to recruit school-based occupational therapists, the number of special schools unable to recruit occupational therapists in the 2018/19 school year, with a breakdown by type of special schools; whether the Government has any plan to improve this situation, and if yes, the total estimated expenditures involved.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 13)

Reply:

(i) Starting from the 2017/18 school year, the Education Bureau (EDB) provides occupational therapists (OT) and occupational therapist assistants (OTA) to schools for children with mild intellectual disability (ID), schools for children with moderate ID, the school for children with visual impairment (VI) and the school for children with hearing impairment (HI) so that these allied health professionals may provide necessary support to students displaying weaknesses in fine motor skills and hand-eye co-ordination. 1 OT II and 1 OTA are provided to special schools under the above categories operate 6 or more approved classes. In the 2017/18 school year, a total of 34 special schools have benefited from the measure. It is expected that the same number of schools will benefit in the 2018/19 school year and the estimated additional annual expenditure will be around \$30 million.

(ii) Starting from the 2017/18 school year, the EDB provides 1 speech therapist to the school for children with VI and schools for social development, allowing these schools to develop and implement comprehensive and tailored support scheme to cater for the students with speech and language impairment. In the 2017/18 school year, a total of 9 special schools have benefited from the measure. It is expected that the same number of schools will benefit in the 2018/19 school year and the estimated additional annual expenditure will be around \$5.7 million.

(iii) Starting from the 2018/19 school year, EDB will enhance the provision of school social workers in special schools to ensure that at least 1 school social worker will be provided to each special school. Special schools with 60 or fewer approved capacity will be provided with 1 school social worker, and subsequently 0.5 school social worker for every 30 students. In the 2018/19 school year, it is expected that 34 special schools will benefit from the measure, with an estimated additional annual expenditure of around \$11 million.

(iv) Starting from the 2018/19 school year, EDB will provide 1 additional school nurse to schools for children with ID, schools for children with physical disability and the school for children with VI cum ID. In addition, the school nurse provision will be expanded to cover the school for children with VI and the school for children with HI, so that these schools will each have a school nurse to strengthen their support for students with care needs. In the 2018/19 school year, it is expected that 51 special schools will benefit from the measure, with an estimated additional annual expenditure of around \$26 million.

(v) At present, EDB is unable to project the situation of recruiting OT by special schools in the 2018/19 school year. To improve the problem of manpower supply, EDB has requested universities to increase their training capacity and encouraged self-financing post-secondary education sector to offer designated programmes, including nursing programmes through Study Subsidy Scheme for Designated Professions/Sectors to nurture talent in support of specific industries with keen demand for human resources. To alleviate the recruitment difficulties of OT, special schools may choose to freeze some of the OT vacancies in exchange for cash grant to recruit temporary staff or hire related services.

- End -

CONTROLLING OFFICER'S REPLY

EDB077

(Question Serial No. 0036)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In the 2017 school year, the Government has increased recurrent expenditure on education by \$3.6 billion, which includes increasing the provision of 0.1 teacher per class in secondary, primary and special schools. Please advise this Committee of the following:

- (1) What is the respective number of additional regular teaching posts created with the new resources in secondary, primary and special schools? How many of these regular teaching posts are filled by contract teachers deployed within the same school and what is the percentage?
- (2) What is the number of schools that have not yet recruited regular teachers to fill the additional regular teaching posts so created and what are the reasons for that?
- (3) What is the number of secondary schools participating in the Voluntary Optimisation of Class Structure Scheme (VOCSS) that have the number of surplus teachers offset/reduced by the aforesaid additional teaching posts? What is the number of surplus teachers involved?
- (4) What is the respective amount of additional funding involved in increasing the provision of 0.1 teacher per class in secondary, primary and special schools?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 14)

Reply:

(1), (2) and (4)

Starting from the 2017/18 school year, the teacher-to-class (T/C) ratio for public sector secondary and primary schools (including special schools) has been increased by 0.1 across-the-board, and the respective additional full year costs are estimated to be around \$700 million and \$800 million. In the 2017/18 school year, this initiative has brought about an increase of around 1 000 and 1 200 additional regular teaching posts in public

sector secondary schools (including special schools) and public sector primary schools (including special schools) respectively, which provides additional teaching staff for schools to take forward various education initiatives and enhance the quality of education for the benefit of our students.

The number of regular teaching posts provided to public sector schools every year may be adjusted according to the number of classes approved, T/C ratio, and additional regular teaching posts provided under various initiatives, etc. In addition, the number of regular teaching post vacancies changes according to the turnover of teaching manpower as a result of, for example, retirement or resignation. In general, schools will make appropriate manpower deployment based on the total number of regular teaching posts available and there is no genuine need for them to differentiate the source of manpower supply for each filled regular teaching post vacancy. Therefore, the Education Bureau has not collected the relevant statistics, and we are unable to provide the number and percentage of additional regular teaching posts generated by the increase in T/C ratio by 0.1 and filled by contract teachers deployed within the same school, as well as the number of schools which have yet to employ additional regular teachers due to the increase in T/C ratio by 0.1. Our information shows that some 1 700 contract teachers appointed in the 2016/17 school year have been employed as regular teachers within the establishment of public sector schools in the 2017/18 school year. To our understanding, most aided schools have employed additional regular teachers to fill teaching post vacancies within the approved establishment in the 2017/18 school year, with the exception of individual schools which have used the vacancies to absorb surplus teachers arising from class reduction or withdrawal of teaching post quota under the VOCSS. For government schools, the EDB has already filled around 120 regular teaching post vacancies in secondary and primary schools in the 2017/18 school year and will continue the recruitment efforts to fill the vacancies in the 2018/19 school year.

(3) The teaching post quota provided to schools participating in the VOCSS will be withdrawn gradually according to the provisions under the scheme. The surplus teachers can be absorbed by the additional regular teaching posts created by the increase in T/C ratio. Since the actual number of surplus teachers absorbed in individual schools may be affected by factors such as changes in class structure and natural wastage of teachers, the requested figures are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB078****(Question Serial No. 0037)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the Free Quality Kindergarten Education Scheme, please advise this Committee of the following:

(1) the number of kindergartens (KGs) receiving the tide-over grant in connection with the implementation of the Free Quality Kindergarten Education Scheme in this school year; among these KGs, the respective number of half-day, mixed (half-day and whole-day), whole-day and long whole-day KGs; the total amount of tide-over grant disbursed; and

(2) among the KGs under the Free Quality Kindergarten Education Scheme, the number of KGs that have applied for collection of school fees and the number of KGs that have been granted approval to charge school fees; among the KGs with approval to charge school fees, the respective number of half-day, mixed (half-day and whole-day), whole-day and long whole-day KGs; the average, lowest, highest and median amounts of school fees collected in this school year.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 15)

Reply:

(1)

In the 2017/18 school year, 478 of the 748 kindergartens (KGs) that have joined the new KG education scheme (Scheme) are in receipt of tide-over grant. The estimated expenditure for tide-over grant in 2017-18 is about \$135 million (Note 1). The number of KGs by mode of service (i.e. half-day (HD), whole-day (WD), etc.) is tabulated as follows:

	Number of KGs receiving tide-over grant
KGs operating only HD classes	85
KGs operating only WD classes	220
KGs operating both HD and WD classes	173

In the 2017/18 school year, the KGs operating WD classes mentioned above include 220 Former Aided Child Care Centres (FACs) (Note 2).

Note 1: The estimated expenditure is the provision for the first 8 months after implementation of the Scheme in the 2017/18 school year, i.e. from August 2017 to March 2018.

Note 2: FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

(2)

In the 2017/18 school year, the respective number of KGs under the Scheme that have applied for collection of school fees for HD, WD and long-whole day (LWD) service is 69, 352 and 240 (Note 1), of which 31, 322 and 212 have been granted approval. For KGs with approval to charge school fees, the respective amount of weighted average, median, highest and lowest school fees is tabulated as follows (Note 2):

Annual school fee	HD	WD	LWD (Note 3)
Weighted average	\$3,000	\$8,100	\$11,000
Median	\$2,900	\$7,300	\$11,400
Highest	\$9,500	\$25,900	\$22,500
Lowest	\$100	\$200	\$900

Note 1: The figures refer to the position when initial application for school fees revision was submitted by KGs, without accounting for changes that were made during the course of vetting.

Note 2: The figures are rounded to the nearest hundred. The school fees of KGs providing both HD and WD/LWD service are counted in each appropriate column.

Note 3: FACs refer to aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB079

(Question Serial No. 0038)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding kindergartens (KGs) under the subsidy of the Free Quality Kindergarten Education Scheme (Scheme) in the 2017/18 school year, please provide the following information:

(a) the number of teachers whose salary is \$20,770 (i.e. the minimum point of the salary range), and among them, the number of teachers serving in half-day (HD) KGs and their percentage share in the total number of teachers in HD KGs, the number of teachers serving in whole-day (WD) KGs and their percentage share in the total number of teachers in WD KGs, as well as the number of teachers serving in long whole-day (LWD) KGs and their percentage share in the total number of teachers in LWD KGs;

(b) the number of teachers whose salary is \$36,930 (i.e. the maximum point of the salary range), and among them, the number of teachers serving in half-day (HD) KGs and their percentage share in the total number of teachers in HD KGs, the number of teachers serving in whole-day (WD) KGs and their percentage share in the total number of teachers in WD KGs, as well as the number of teachers serving in long whole-day (LWD) KGs and their percentage share in the total number of teachers in LWD KGs;

(c) the median salary of teachers in KGs under the Scheme, as well as the number of KGs with a median salary above, lower or equivalent to the median salary of teachers in KGs under the Scheme and their respective percentage; and

(d) the average, median, highest and lowest salary of teachers and principals in local private independent KGs.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 16)

Reply:

(a) In the 2017/18 school year, the number of teachers in kindergartens (KGs) under the new KG education scheme (Scheme) with a monthly salary of \$20,770 is 1 499 and the percentage share in the total number of teachers in KGs under the scheme is 15.9%. Among them, the number of teachers serving in half-day (HD) and whole-day (WD) KGs and their respective percentage are tabulated below:

Number of teachers with a salary of \$20,770 in KGs under the scheme					
KGs with HD classes only		KGs with WD classes only		KGs with both HD and WD classes	
No. of teachers	Percentage	No. of teachers	Percentage	No. of teachers	Percentage
292	12.3%	407	17.0%	800	17.2%

Among the above KGs, the number of teacher with a monthly salary of \$20,770 serving in the Former Aided Child Care Centres (FACs) is 427, that is, 17.5% of the total number of teachers in FACs.

(b) In the 2017/18 school year, there are 4 teachers with a salary of \$36,930 in KGs under the Scheme, including 2 serving in HD KGs and another 2 serving in KGs with both HD and WD classes. Since there are only a few of them, their percentage share in the total number of teachers in those KGs are not compiled. None of these 4 teachers are serving in an FAC.

(c) In the 2017/18 school year, the median salary of teachers in KGs under the Scheme is \$23,270. The respective number of KGs with a median salary above, below or equivalent to the median salary, and their respective percentage share to the total number of KGs under the scheme are tabulated below:

	KGs under the Scheme with a median salary above, below or equivalent to the median salary of teachers in KGs under the Scheme (i.e. \$23,270)	
	No. of KGs	Percentage
Below the median salary	405	55.0%
Equivalent to the median salary	1	0.1%
Above the median salary	331	44.9%
Total	737	100%

(d)(i) In the 2017/18 school year, the average, median, highest and lowest salary of teachers in local private independent (PI) WD and HD KGs are tabulated below:

	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	26,403	24,439	23,177
Median salary	24,760	23,270	20,000
Highest salary	129,080	37,570	82,572
Lowest salary	8,200	17,000	10,800

(ii) In the 2017/18 school year, the average, median, highest and lowest salary of principals in local PI KGs are tabulated below:

	Salary of principals in local PI KGs		
	KGs with HD classes only (\$)	KGs with WD classes only (\$)	KGs with both HD and WD classes (\$)
Average salary	47,685	66,448	47,145
Median salary	40,100	46,200	40,500
Highest salary	78,328	110,000	103,535
Lowest salary	26,000	43,145	20,800

Note:

1. Information provided in the reply is based on a questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the EDB in September of the respective school year. The figures for the 2017/18 school year are provisional.
2. FACs refer to aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB080****(Question Serial No. 0039)**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 Ingrid YEUNG)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 2013/14 to 2017/18 school years):

- (a) the number of NCS students with a breakdown by stage, grade level, type and ethnicity of the students;

Table 1: Kindergarten

	2013/14...		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary School

	2013/14...					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						

Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 3: Secondary School

	2013/14...					
	S1	S2	S3	S4	S5	S6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 4: Special School

	2013/14...				
	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
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					

Total					
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- (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;

	2013/14...			
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 school teachers, ethnic minority teachers and teaching assistants who received the relevant training.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 17)

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 2013/14 to 2017/18 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 2013/14 to 2017/18 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 2013/14 to 2017/18 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, and being 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 of individual schools. 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 the number of venues from the 2013/14 to 2017/18 school years are tabulated below:

School year	No. of participating NCS students	No. of venues
2013/14	523	19
2014/15	970	24
2015/16	974	22
2016/17	1 057	22
2017/18 (Note)	724	19

Note: Figures as at January 2018.

- (e) The number of schools admitting NCS students provided with the Language Learning Support Services from the 2013/14 to 2017/18 school years is as follows:

School year	No. of participating schools	No. of participating NCS students
2013/14	25	6 200
2014/15 (Note)	17	1 400
2015/16 (Note)	26	2 240
2016/17 (Note)	27	1 940
2017/18 (Note)	25	1 422

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, 2016/17 and 2017/18 school years, a total of 79, 97, 93 and 78 schools admitting NCS students received the professional support services respectively, benefitting about 9 410, 8 150, 9 390 and 7 120 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 by item 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 accordance with the needs of schools to benefit all students including but not limited to NCS students in the participating schools. From the 2013/14 to 2017/18 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 by item 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 2013/14 to 2017/18 school years are tabulated below:

Initiation Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2013/14	3	124	5.34
2014/15	3	159	5.73
2015/16	3	167	5.42

2016/17	3	171	5.65
2017/18 (estimated)	3	163	6.00

Induction Programme

School year	No. of participating NGOs	No. of participating NCS students	Expenditure (\$)
2013/14	0	0	0
2014/15	0	0	0
2015/16	1	10	21,000
2016/17	1	11	22,000
2017/18 (estimated)	1	10	22,000

Summer Bridging Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
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
2017/18 (Note)	33	1 390	2.3

Note:

Starting from 2013, the Summer Bridging Programme has been refined to allow parents of NCS students 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, 190 and 150 parents of NCS students participated in 2013, 2014, 2015, 2016 and 2017 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) 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 2013/14 and 2014/15 school years, about 60 and 70 NCS students participated in the programmes respectively. The total expenditure for this project was about \$0.4 million from the 2013/14 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. The NGOs which organised the programmes and the number of participating NCS students from the 2013/14 to 2017/18 school years are tabulated below:

School year	Organisers of district-based programmes	Programme names	No. of participating NCS students
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
2017/18	(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 Examination. Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and 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 for the relevant examinations and granted full or half fee remission of the subsidised examination fee under the EFRS from the 2013/14 to 2017/18 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
2013/14	1 222	128	95
2014/15	1 471	143	121
2015/16	1 536	140	114

2016/17	1 747	164	123
2017/18	1 950	Not yet available	Not yet available

- (k) Starting from the 2014/15 school year, EDB has 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 120 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 the perspective of second language learners 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, and a breakdown of expenditure by item is not available.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels in primary schools
from the 2013/14 to 2017/18 school years**

P1	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	18	21	27	25	27
Filipino	194	216	206	214	191
Indian	147	143	162	134	152
Pakistani	481	521	485	473	514
Nepalese	246	299	332	324	322
Japanese	16	26	22	25	20
Thai	18	23	23	18	24
Korean	7	11	10	6	17
Other Asian	16	42	35	26	25
White	118	109	95	134	116
Others	94	58	80	73	91
Total	1 355	1 469	1 477	1 452	1 499

P2	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	12	22	20	27	29
Filipino	211	208	222	211	232
Indian	163	154	145	169	145
Pakistani	515	506	545	507	514
Nepalese	220	253	295	341	321
Japanese	19	14	21	27	26
Thai	20	20	28	27	26
Korean	5	9	11	14	7
Other Asian	3	53	41	40	28
White	98	118	102	112	137
Others	86	69	65	75	75
Total	1 352	1 426	1 495	1 550	1 540

P3	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	17	12	21	26	26
Filipino	211	224	222	220	215
Indian	168	159	156	149	177
Pakistani	490	522	513	557	521
Nepalese	206	222	269	296	343
Japanese	12	18	17	18	25
Thai	25	19	26	29	32
Korean	5	4	6	14	10
Other Asian	10	23	59	45	42
White	62	90	114	101	112
Others	88	62	65	63	76
Total	1 294	1 355	1 468	1 518	1 579

P4	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	10	18	15	21	29
Filipino	194	210	226	230	230
Indian	138	171	168	166	152
Pakistani	457	505	518	542	571
Nepalese	250	204	222	272	298
Japanese	9	12	16	15	14
Thai	22	27	22	30	29
Korean	4	5	6	9	15
Other Asian	6	34	28	58	45
White	55	65	78	104	91
Others	83	59	55	57	64
Total	1 228	1 310	1 354	1 504	1 538

P5	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	13	10	18	14	19
Filipino	228	199	214	221	238
Indian	155	139	176	177	164
Pakistani	498	469	502	536	553
Nepalese	212	249	210	227	268
Japanese	7	7	13	16	15
Thai	29	22	36	23	33
Korean	2	6	4	6	11
Other Asian	3	29	36	27	56
White	53	55	56	66	88
Others	78	61	58	54	53
Total	1 278	1 246	1 323	1 367	1 498

P6	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	6	15	14	15	12
Filipino	237	228	200	213	222
Indian	191	157	137	175	175
Pakistani	480	506	458	506	536
Nepalese	212	207	244	211	224
Japanese	6	6	6	12	16
Thai	27	32	23	34	27
Korean	2	2	7	4	6
Other Asian	4	20	31	31	28
White	42	55	51	50	56
Others	47	54	50	52	53
Total	1 254	1 282	1 221	1 303	1 355

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 2013/14 to 2017/18 school years**

S1	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	11	12	14	16	14
Filipino	238	266	273	239	249
Indian	185	220	218	199	228
Pakistani	506	559	599	521	591
Nepalese	194	249	249	262	230
Japanese	12	10	6	17	19
Thai	14	21	33	36	38
Korean	8	12	8	16	14
Other Asian	18	46	65	52	64
White	29	42	52	55	56
Others	106	70	91	88	123
Total	1 321	1 507	1 608	1 501	1 626

S2	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	3	11	12	15	21
Filipino	253	248	275	284	234
Indian	236	187	221	210	209
Pakistani	494	474	528	546	515
Nepalese	239	194	242	243	258
Japanese	12	12	10	7	13
Thai	29	17	19	31	42
Korean	6	8	11	9	13
Other Asian	6	35	30	54	42
White	25	33	33	44	45
Others	83	78	60	80	89
Total	1 386	1 297	1 441	1 523	1 481

S3	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	8	6	12	11	16
Filipino	247	254	259	277	294
Indian	202	232	184	221	215
Pakistani	469	505	484	509	590
Nepalese	232	229	199	238	245
Japanese	10	10	10	9	9
Thai	9	34	15	21	25
Korean	8	8	9	9	9
Other Asian	7	25	34	29	43
White	24	32	42	33	36
Others	74	75	75	64	87
Total	1 290	1 410	1 323	1 421	1 569

S4	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	5	9	8	12	12
Filipino	258	241	254	251	282
Indian	206	200	223	182	222
Pakistani	416	448	489	465	506
Nepalese	208	240	235	213	248
Japanese	15	13	12	9	8
Thai	17	11	29	12	17
Korean	10	7	5	9	10
Other Asian	3	24	25	37	35
White	30	31	48	36	33
Others	82	55	82	87	68
Total	1 250	1 279	1 410	1 313	1 441

S5	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	6	3	9	7	13
Filipino	210	242	221	243	233
Indian	181	192	196	204	168
Pakistani	272	382	401	460	416
Nepalese	169	201	209	210	182
Japanese	11	11	10	9	7
Thai	14	11	8	26	13
Korean	10	13	5	7	10
Other Asian	8	31	20	22	36
White	21	27	22	29	24
Others	56	40	48	65	71
Total	958	1 153	1 149	1 282	1 173

S6	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	5	6	2	11	6
Filipino	159	197	228	214	237
Indian	137	165	181	185	198
Pakistani	237	239	347	389	440
Nepalese	132	156	191	198	195
Japanese	10	10	9	8	10
Thai	4	13	11	8	23
Korean	3	9	12	5	5
Other Asian	6	20	31	19	20
White	9	15	21	20	24
Others	46	36	34	37	59
Total	748	866	1 067	1 094	1 217

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 2013/14 to 2017/18 school years**

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

2017/18	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	11	2
Filipino	2	3	3	49	1
Indian	0	0	1	24	0
Pakistani	3	10	23	108	2
Nepalese	0	2	3	50	0
Japanese	0	0	0	12	0
Thai	0	0	1	3	0
Korean	0	0	1	2	0
Other Asian	0	0	0	7	0
White	3	0	0	6	0
Others	0	1	2	17	4
Total	8	16	34	289	9

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 2013/14 to 2017/18 school years**

K1	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	20	27	25	39	49
Filipino	210	199	182	199	222
Indian	364	411	444	463	452
Pakistani	430	478	488	468	446
Nepalese	303	309	306	334	315
Japanese	321	315	312	282	268
Thai	31	36	21	34	47
Korean	108	113	116	105	110
Other Asian	106	168	151	125	139
White	1 490	1 208	1 271	1 189	1 198
Others	467	506	547	592	550
Total	3 850	3 770	3 863	3 830	3 796

K2	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	25	22	47	33	41
Filipino	225	242	223	191	233
Indian	399	392	432	473	487
Pakistani	478	503	513	539	507
Nepalese	337	315	335	316	342
Japanese	274	255	238	260	239
Thai	38	36	39	35	39
Korean	96	113	99	149	123
Other Asian	71	158	142	126	152
White	1 528	1 304	1 273	1 258	1 203
Others	503	500	527	604	600
Total	3 974	3 840	3 868	3 984	3 966

K3	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	24	27	25	31	42
Filipino	207	200	221	194	203
Indian	270	275	266	306	339
Pakistani	506	505	502	508	519
Nepalese	310	330	325	328	319
Japanese	239	202	206	196	220
Thai	31	32	20	38	36
Korean	53	58	46	56	71
Other Asian	51	103	93	87	115
White	821	733	676	804	778
Others	334	293	370	346	369
Total	2 846	2 758	2 750	2 894	3 011

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.
4. The above data cover both local and non-local kindergartens.
5. "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 2013/14 to 2017/18 school years

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
Number of NCS Students	2017/18			
	Kindergarten	Primary	Secondary	Special
Less than 10	340	203	184	33
10 – 30	144	74	60	18
31 – 50	36	11	12	0
51 or above	63	37	35	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 and both local and non-local kindergartens.
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

EDB081

(Question Serial No. 0040)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 (2013/14 to 2017/18 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; and
- (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. (LegCo use): 18)

Reply:

- (a) The number of students with special educational needs (SEN) applying for special examination arrangements in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 5 years from the 2013/14 to 2017/18 school years, listed by category of SEN and special examination arrangements is at **Appendix**.

- (b) For the 2013/14 to 2016/17 school years, about 400, 410, 470 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 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 enrol in the HKDSE Examination. The number of absentees with SEN, listed by category of SEN, is only available since the 2015 HKDSE Examination 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
2017	HKDSE	3	1	0	0	7	10	21

- (c) The expenditure incurred by the Hong Kong Examinations and Assessment Authority (HKEAA) on the provision of special examination arrangements for HKDSE Examination in the past 5 years is as follows:

School Year	Expenditure (\$ million)
2013/14	7.2
2014/15	10.7
2015/16	12.1
2016/17	14.6
2017/18	16.3*

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 2017 to January 2018 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 SEN 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 around \$530,000 for this purpose in the past 5 years from the 2013/14 to 2017/18 school years.

For Territory-wide System Assessment (TSA), schools may select special arrangements for students with SEN 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, students with SEN would not be included in the Student Sample List. However, depending on individual needs, schools may request in writing to put any students with SEN 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 students with SEN in recent internal examinations and adopt them in the TSA where appropriate. In addition, the HKEAA 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 or 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 5 years is as follows:

School Year	Expenditure (\$ million)
2013/14	0.12
2014/15	0.13
2015/16	0.09
2016/17	0.16
2017/18	0.14*

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 Examination from the 2013/14 to 2017/18 School Years
(by Category of SEN)**

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE	115	56	269	128	881	598	2 047
2017	HKDSE	122	58	283	145	1 064	770	2 442
2018	HKDSE *	90	52	278	162	1 162	871	2 615

**Numbers of Students Applying for Special Examination Arrangements
in the HKDSE Examination from the 2013/14 to 2017/18 School Years
(by Category 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
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	2 404^	1 973	7	78	0	160	82	4	17	170	144
2018	HKDSE *	2 571^	2 085	4	66	0	163	75	2	12	191	173

* Figures as at 13 February 2018

^ Including both written and oral examinations

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 0041)

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 Ingrid YEUNG)

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 2014-15 to 2018-19.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 19)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out in the **Annex**.

	Financial Provision					Unit Cost				
	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
	Actual	Actual	Actual	Revised Estimate	Estimate	Actual	Actual	Actual	Revised Estimate	Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million	\$	\$	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	2,552	2,973	3,209	1,143	41	N/A	N/A	N/A	N/A	N/A
Kindergartens and Kindergarten-cum-child care centres under the Free Quality Kindergarten Education Scheme ²	N/A	N/A	211	3,903	5,949	N/A	N/A	N/A	N/A	44,430
Government primary schools ³	1,013	1,092	1,167	1,247	1,337	59,057	63,116	66,631	69,570	73,160
Aided primary schools	12,514	13,611	14,565	15,684	16,824	51,645	55,123	57,417	59,650	61,830
English Schools Foundation Junior Schools	119	119	109	92	75	21,214	21,133	21,494	22,250	23,460
Primary schools under the Direct Subsidy Scheme	729	803	845	908	953	49,019	52,919	54,850	58,290	60,960
Government secondary schools ³	1,460	1,508	1,564	1,620	1,672	68,761	73,787	78,872	82,750	86,050
Aided secondary schools	19,326	20,134	20,798	21,342	22,063	61,422	68,703	75,360	80,410	85,300
Caput schools	97	95	96	103	103	56,937	67,921	72,910	80,210	84,580
English Schools Foundation Secondary Schools	171	171	172	172	172	29,030	29,098	29,187	29,250	29,280
Secondary schools under the Direct Subsidy Scheme	2,654	2,861	2,992	3,127	3,261	53,893	59,401	63,534	67,650	70,550
Aided special schools	2,011	2,190	2,293	2,478	2,727	225,834	247,036	259,728	279,380	300,950
Vocational Training Council ⁴										
- Higher technician/technician level	} 2,182	2,303	2,456	2,523	2,573	85,000	87,300	89,200	94,000	95,600
- Craft level						71,500	75,200	77,000	82,300	82,800
University Grants Committee-funded Universities ⁵	15,983	17,465	18,495	18,872	18,965	228,213	243,075	248,345	249,220	288,920
The Education University of Hong Kong ⁵	701	741	847	876	871	158,128	166,343	179,311	176,050	199,290

There is no direct government funding allocated 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. Calculation of unit cost is not applicable to this item as a substantial part of the financial provision is used for subsidising students to pay school fees to kindergartens under the Pre-primary Education Voucher Scheme (PEVS), but not for granting subventions to the kindergartens. Besides, the PEVS was gradually replaced by the Free Quality Kindergarten Education Scheme (KG Scheme) starting from the 2017/18 school year.
2. The financial provision covers government subventions (including a one-off start-up grant provided to participating kindergartens in 2016-17 and 2017-18) to non-profit-making kindergartens and kindergartens-cum-child care centres under the KG Scheme, which has been implemented with effect from the 2017/18 school year. As the annual expenditure of the KG Scheme can only be fully reflected in 2018-19, unit cost can only be calculated starting from that financial year.
3. 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.
4. The financial provision for the Vocational Training Council (VTC) covers the vocational and professional education and training 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.

5. Subventions to individual universities under Head 190 University Grants Committee are as follows:

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Revised Estimate	2018-19 Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	1,939	2,215	2,409	2,420	2,415
Hong Kong Baptist University	992	1,101	1,171	1,192	1,205
Lingnan University	379	413	430	427	418
The Chinese University of Hong Kong	3,752	4,023	4,151	4,213	4,223
The Education University of Hong Kong	701	741	847	876	871
The Hong Kong Polytechnic University	2,536	2,739	2,968	3,056	3,081
The Hong Kong University of Science and Technology	1,989	2,112	2,245	2,332	2,359
The University of Hong Kong	3,695	4,121	4,275	4,357	4,394
Total*	15,983	17,465	18,495	18,872	18,965

**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 2018/19 estimate is calculated based on the approved student number targets and does not assume over-enrolment, whereas the unit cost for the years 2014/15 to 2017/18 is calculated based on the actual student number with over-enrolment, hence higher unit cost in 2018/19. 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**EDB083****(Question Serial No. 0042)**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 Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)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 2018-19:

- (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. (LegCo use): 20)Reply:

- (a) The one-off injections into the various funds under the General Revenue Account (GRA) 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	Other Educational Subsidies	800

	Particulars	Education Level	Amount involved \$ million
2017-18	Injection into the Qualifications Framework Fund	Post-secondary, Vocational and Professional Education	1,200
2018-19	Injection into the HKSAR Government Scholarship Fund	Post-secondary, Vocational and Professional Education	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 Actual \$ million	2017-18 Revised Estimate \$ million	2018-19 Estimate \$ million
Post-secondary, Vocational and Professional Education				
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	-	-	300.0	100.0
- Yi Jin Diploma	98.4	88.8	85.0	85.0
- Acquisition of furniture and equipment and information technology systems in the Vocational Training Council (VTC)	57.7	45.3	60.9	68.0
- Grant to VTC for implementing the Pilot Training and Support Scheme	6.6	43.8	59.2	67.7
- Scholarship Scheme for Studying Outside Hong Kong	20.6	32.3	44.0	55.8
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	-	7.3	26.7	53.6
- Mainland University Study Subsidy Scheme	5.9	8.5	8.9	6.6
- Qualifications Framework Support Schemes	40.0	50.5	22.2	0.1
- Study Subsidy Scheme for Designated Professions/Sectors	61.3	124.1	186.3	-
- Pilot Mainland Experience Scheme for Post-secondary Students	7.6	20.1	-	-
Secondary Education				
- Maintenance, repairs and minor improvement projects in secondary schools	364.9	384.8	445.1	614.6
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	23.6	49.9	4.9

	2015-16 Actual \$ million	2016-17 Actual \$ million	2017-18 Revised Estimate \$ million	2018-19 Estimate \$ million
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	-	84.4	2.2	3.0
- One-off grant for the promotion of Chinese history and culture	-	-	63.2	2.3
- Implementation of the Fourth Strategy on Information Technology in Education	20.4	11.9	7.6	1.7
Primary Education				
- Maintenance, repairs and minor improvement projects in primary schools	324.5	396.5	373.9	516.3
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	24.4	49.8	3.5
- One-off grant for the promotion of Chinese history and culture	-	-	44.4	1.8
- Implementation of the Fourth Strategy on Information Technology in Education	18.3	14.7	7.2	1.6
Special Education				
- Maintenance, repairs and minor improvement projects in special schools	42.0	45.1	71.3	98.3
- Implementation of the Fourth Strategy on Information Technology in Education	1.9	1.4	0.7	0.1
- One-off grant for the promotion of Chinese history and culture	-	-	9.0	-
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	2.4	4.6	-
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	-	6.2	-	-
Pre-primary Education				
- One-off start-up grant for kindergartens joining the Free Quality Kindergarten Education Scheme	-	210.8	0.7	-

- End -

CONTROLLING OFFICER'S REPLY

EDB084

(Question Serial No. 0043)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the installation of wireless internet (WiFi) facilities at schools, please provide the information of the following between the 2013/14 and 2017/18 school years:

- (1) the number and percentage of schools equipped with WiFi facilities by school type (primary, secondary and special schools); and
- (2) the number of schools subsidised by the Government to install WiFi facilities and the public funds involved. Please set out in detail.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 21)

Reply:

(1) and (2)

We have no information on the number of schools which have enhanced their WiFi infrastructure using their own funds. As at February 2018, 100 schools under the “Support Scheme for e-Learning in Schools” or WiFi-100 project launched in early 2014, and 841 schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015 have completed the enhancement of WiFi infrastructure. The breakdown on these 941 schools by school type is as follows –

School type	Number and percentage of schools with enhanced WiFi infrastructure	Total number of schools
Government primary	33 (97%)	34
Government secondary	29 (94%)	31
Aided primary	428 (97%)	443
Aided secondary	395 (94%)	420
Aided special	56 (92%)	61
Total	941 (95%)	989

Note: Aided schools also include local schools under the Direct Subsidy Scheme and Caput Schools.

The remaining 5% schools which have not completed the enhancement of their WiFi infrastructure are mostly schools under the third batch of the WiFi-900 project. These schools have already received related funding under the WiFi-900 project and are expected to complete the works within the 2017/18 school year. There are only individual schools joining the WiFi-900 project in the 2018/19 school year due to special circumstances such as relocation of school premises.

We have been providing all public sector schools with an annual recurrent Composite Information Technology Grant (CITG) at amounts ranging from \$197,929 to \$680,748, depending on the school type and the number of classes. 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 the Education Bureau on how they have used the grant.

The WiFi-100 project launched in early 2014 and the WiFi-900 project under the ITE4 launched in August 2015 involve a non-recurrent expenditure of \$122 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB085****(Question Serial No. 0044)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of cross-boundary students and the number of school coaches that carry cross-boundary students using various land-based boundary control points in the past 5 school years, with a breakdown by school type (kindergarten (including child care centre), primary school, secondary school and special school), class level and district.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 22)Reply:

The number of cross-boundary students (CBS) and local/cross-boundary school coaches using various land-based boundary control points, with a breakdown by kindergarten, primary school, secondary school and special school, from the 2013/14 to 2017/18 school years is as follows:

Control Point (CP)	School Year	Number of CBS					Number of Local/Cross-boundary School Coaches Carrying CBS		
		Kindergarten (including kindergarten-cum-child care centre)	Primary School	Secondary School	Special School	Sub-total	Kindergarten (including kindergarten-cum-child care centre), Primary School and Special School	Secondary School	Sub-total
Shenzhen Bay Control Point (SZB)	2013/14	3 159	1 920	122	1	5 202	102	NA	102
	2014/15	3 575	2 978	181	3	6 737	116	NA	116
	2015/16	3 598	3 999	187	16	7 800	130	NA	130
	2016/17	2 441	5 090	240	12	7 783	124	NA	124

Control Point (CP)	School Year	Number of CBS					Number of Local/Cross-boundary School Coaches Carrying CBS		
		Kindergarten (including kindergarten-cum-child care centre)	Primary School	Secondary School	Special School	Sub-total	Kindergarten (including kindergarten-cum-child care centre), Primary School and Special School	Secondary School	Sub-total
CP)	2017/18	1 150	5 551	385	12	7 098	103	NA	103
Lok Ma Chau Control Point (LMC CP)	2013/14	331	295	147	1	774	17	NA	17
	2014/15	393	550	119	0	1 062	19	NA	19
	2015/16	539	896	135	3	1 573	23	NA	23
	2016/17	440	1 088	137	0	1 665	37	NA	37
	2017/18	375	1 652	183	6	2 216	39	NA	39
Man Kam To Control Point (MKT CP)	2013/14	213	795	20	0	1 028	13	NA	13
	2014/15	323	1 004	70	0	1 397	26	NA	26
	2015/16	482	1 260	84	0	1 826	40	NA	40
	2016/17	510	1 718	110	0	2 338	42	NA	42
	2017/18	342	1 980	135	0	2 457	42	NA	42
Sha Tau Kok Control Point (STK CP)	2013/14	387	581	153	3	1 124	8	NA	8
	2014/15	445	688	150	5	1 288	9	NA	9
	2015/16	445	752	173	4	1 374	12	NA	12
	2016/17	402	785	113	4	1 304	16	NA	16
	2017/18	237	843	146	3	1 229	18	NA	18
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2013/14	3 651	3 311	807	16	7 785	44	NA	44
	2014/15	3 997	4 073	923	28	9 021	46	NA	46
	2015/16	3 796	4 850	1 068	38	9 752	47	NA	47
	2016/17	2 777	5 668	1 197	51	9 693	47	NA	47
	2017/18	1 593	5 786	1 413	62	8 854	47	NA	47
Lo Wu Control Point (LW CP)	2013/14	1 545	2 163	1 235	15	4 958	34	NA	34
	2014/15	1 631	2 437	1 386	31	5 485	34	NA	34
	2015/16	1 547	2 733	1 467	34	5 781	34	NA	34
	2016/17	1 276	3 020	1 533	47	5 876	36	NA	36
	2017/18	913	3 289	1 797	56	6 055	35	NA	35

- 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 2013/14 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.

The number of CBS using various land-based boundary control points, with a breakdown by class level, from the 2013/14 to 2017/18 school years is as follows:

Control Point (CP)	Class Level	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
Shenzhen Bay Control Point	K1	1 145	1 237	1 025	152	40
	K2	1 064	1 262	1 321	1 010	150
	K3	950	1 076	1 252	1 279	960
	P1	913	1 230	1 268	1 341	1 071
	P2	557	851	1 144	1 173	1 153
	P3	244	521	803	1 100	1 077
	P4	101	227	521	785	1 050
	P5	62	90	197	493	737
	P6	43	61	80	210	475
	S1	36	57	44	77	181
	S2	20	34	43	49	75
	S3	27	26	31	34	49
	S4	23	31	29	37	35
	S5	11	24	24	22	26
	S6	6	10	18	21	19
	Total	5 202	6 737	7 800	7 783	7 098
Lok Ma Chau Control Point	K1	109	202	145	39	38
	K2	108	94	241	177	62

Control Point (CP)	Class Level	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
	K3	114	97	153	224	275
	P1	128	300	353	446	532
	P2	62	111	304	279	426
	P3	40	60	125	221	327
	P4	34	32	67	91	250
	P5	17	34	26	39	92
	P6	14	13	24	12	31
	S1	31	23	29	34	54
	S2	32	22	28	24	27
	S3	21	18	27	25	33
	S4	28	27	21	22	41
	S5	23	15	13	14	11
	S6	13	14	17	18	17
	Total	774	1 062	1 573	1 665	2 216
Man Kam To Control Point	K1	98	143	166	77	59
	K2	64	109	180	218	85
	K3	51	71	136	215	198
	P1	354	371	431	516	609
	P2	247	296	363	462	493
	P3	118	175	263	368	419
	P4	44	107	145	226	291
	P5	17	39	38	101	112
	P6	15	16	20	45	56
	S1	6	16	23	28	36
	S2	6	13	22	22	23
	S3	1	17	14	24	21
	S4	2	13	17	16	31
	S5	1	5	4	15	13
	S6	4	6	4	5	11
	Total	1 028	1 397	1 826	2 338	2 457
Sha Tau Kok Control Point	K1	113	140	142	88	37
	K2	142	151	150	148	82
	K3	132	154	153	166	118
	P1	150	159	147	146	165
	P2	108	145	152	139	151

Control Point (CP)	Class Level	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
	P3	111	118	152	149	140
	P4	75	117	117	137	134
	P5	70	84	103	112	144
	P6	68	68	83	104	110
	S1	39	30	46	34	47
	S2	22	25	31	20	31
	S3	25	21	20	19	28
	S4	39	18	20	16	14
	S5	16	35	23	11	19
	S6	14	23	35	15	9
	Total	1 124	1 288	1 374	1 304	1 229
Lok Ma Chau Spur Line Control Point	K1	1 258	1 354	1 108	289	234
	K2	1 243	1 363	1 391	1 077	325
	K3	1 150	1 280	1 297	1 411	1 034
	P1	1 079	1 128	1 226	1 268	1 125
	P2	809	1 025	1 108	1 190	1 164
	P3	503	818	962	1 100	1 052
	P4	402	512	725	977	975
	P5	276	338	508	705	870
	P6	247	269	349	465	651
	S1	209	232	261	319	426
	S2	202	193	229	241	295
	S3	142	196	190	219	221
	S4	123	131	176	174	193
	S5	82	108	130	157	163
	S6	60	74	92	101	126
	Total	7 785	9 021	9 752	9 693	8 854
Lo Wu Control Point	K1	529	578	422	155	148
	K2	518	556	597	492	217
	K3	498	497	528	629	548
	P1	538	512	448	493	497
	P2	458	553	464	466	472
	P3	323	511	575	522	488
	P4	293	336	566	620	572
	P5	267	297	390	555	734

Control Point (CP)	Class Level	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
	P6	294	250	320	402	570
	S1	290	338	306	347	495
	S2	258	285	317	298	347
	S3	236	264	261	294	287
	S4	207	193	250	249	266
	S5	142	192	165	208	220
	S6	107	123	172	146	194
	Total	4 958	5 485	5 781	5 876	6 055

- 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 2013/14 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) As school coaches are allowed to carry CBS of different class levels at the same time, the number of local/cross-boundary school coaches using various land-based boundary control points with a breakdown by class level is not available.

The number of CBS using various land-based boundary control points, with a breakdown by district, from the 2013/14 to 2017/18 school years is as follows:

Control Point (CP)	District	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
Shenzhen Bay Control Point	North	17	37	6	22	24
	Tai Po	1	1	9	6	6
	Sha Tin	0	6	1	0	3
	Yuen Long	2 277	3 047	3 620	3 644	3 369
	Tuen Mun	2 907	3 632	4 139	4 046	3 630
	Tsuen Wan	0	0	7	20	17
	Kwai Tsing	0	0	0	15	16
	Tung Chung	0	4	0	0	7
	Wong Tai Sin	NA	10	18	30	26
	Total	5 202	6 737	7 800	7 783	7 098
Lok Ma Chau Control Point	North	390	407	609	390	525
	Tai Po	7	20	24	38	40
	Sha Tin	48	100	118	186	215
	Yuen Long	275	432	495	529	597

Control Point (CP)	District	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
	Tuen Mun	4	22	57	40	61
	Tsuen Wan	2	0	0	1	1
	Kwai Tsing	48	80	132	187	277
	Tung Chung	0	0	138	237	325
	Wong Tai Sin	NA	1	0	57	175
	Total	774	1 062	1 573	1 665	2 216
Man Kam To Control Point	North	580	820	1 064	1 283	1 280
	Tai Po	446	510	647	754	755
	Sha Tin	2	0	43	56	45
	Yuen Long	0	67	53	69	52
	Tuen Mun	0	0	19	35	0
	Tsuen Wan	0	0	0	6	18
	Kwai Tsing	0	0	0	64	143
	Tung Chung	0	0	0	23	87
	Wong Tai Sin	NA	0	0	48	77
	Total	1 028	1 397	1 826	2 338	2 457
Sha Tau Kok Control Point	North	1 088	1 258	1 300	1 204	1 067
	Tai Po	35	27	28	18	19
	Sha Tin	1	2	3	3	40
	Yuen Long	0	0	1	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	1	0	0	0
	Wong Tai Sin	NA	0	42	78	102
	Total	1 124	1 288	1 374	1 304	1 229
Lok Ma Chau Spur Line Control Point	North	5 143	5 714	5 783	5 656	4 955
	Tai Po	891	1 086	1 324	1 540	1 672
	Sha Tin	138	226	362	303	260
	Yuen Long	1 538	1 843	2 150	2 085	1 891
	Tuen Mun	20	55	58	50	45
	Tsuen Wan	0	1	0	6	11
	Kwai Tsing	1	2	0	1	19
	Tung Chung	54	71	0	0	0
	Wong Tai Sin	NA	23	75	52	1
	Total	7 785	9 021	9 752	9 693	8 854
Lo Wu Control Point	North	4 468	4 728	4 903	4 852	4 775
	Tai Po	425	649	761	885	1 097
	Sha Tin	42	88	92	108	139
	Yuen Long	15	13	14	19	26
	Tuen Mun	3	2	7	6	11

Control Point (CP)	District	Number of CBS				
		2013/14	2014/15	2015/16	2016/17	2017/18
	Tsuen Wan	1	1	0	0	0
	Kwai Tsing	4	0	0	0	4
	Tung Chung	0	0	0	0	0
	Wong Tai Sin	NA	4	4	6	3
	Total	4 958	5 485	5 781	5 876	6 055

- 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 2013/14 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) As school coaches are allowed to carry CBS from different districts at the same time, the number of local/cross-boundary school coaches using various land-based boundary control points with a breakdown by district is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 0045)

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

- (1) 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 Primary 1 (P1) school places. Please provide, by district, the number of P1 places available on the List and the numbers of CBS who were allocated a P1 place from the 2014/15 to 2017/18 school years; and
- (2) Please provide, by school type, district and grade, the number of CBS and their respective percentage out of the total number of school places from the 2013/14 to 2017/18 school years.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 23)

Reply:

- (1) To alleviate the impact of increasing cross-boundary students (CBS) on the demand and supply 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 number of Primary One (P1) places by district of school net as set out in the Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) under POA 2014, POA 2015, POA 2016 and POA 2017 (for admission to P1 in the 2014/15, 2015/16, 2016/17 and 2017/18 school years) is at Annex A. The number of CBS allocated with a P1 place under the Central Allocation of POA 2014, POA 2015, POA 2016 and POA 2017 is 2 671, 2 714, 2 877 and 3 251 respectively.

- (2) The number of CBS in kindergartens (including kindergarten-cum-child care centres), primary schools and secondary schools by district and grade as well as their percentage out of the total number of school places from the 2013/14 to 2017/18 school years are tabulated at Annexes B, C and D.

**Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2014
(for admission to P1 in the 2014/15 school year)**

District of school net	Number of P1 places
Tuen Mun	1 198
Yuen Long	1 157
North	318
Tai Po	154
Wong Tai Sin	50
Sha Tin	100
Tung Chung	200
Total	3 177

Note:

Figures refer to the position as at January 2014 when the 2014 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2014.

**Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2015
(for admission to P1 in the 2015/16 school year)**

District of school net	Number of P1 places
Tuen Mun	817
Yuen Long	765
North	253
Tai Po	152
Wong Tai Sin	150
Kwai Tsing	175
Sha Tin	100
Tung Chung	200
Total	2 612

Note:

Figures refer to the position as at January 2015 when the 2015 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2015.

**Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2016
(for admission to P1 in the 2016/17 school year)**

District of school net	Number of P1 places
Tuen Mun	667
Yuen Long	661
North	239
Tai Po	148
Wong Tai Sin	200
Kwai Tsing	575
Sha Tin	75
Tung Chung	225
Total	2 790

Note:

Figures refer to the position as at January 2016 when the 2016 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2016.

**Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2017
(for admission to P1 in the 2017/18 school year)**

District of school net	Number of P1 places
Tuen Mun	546
Yuen Long	621
North	222
Tai Po	150
Wong Tai Sin	225
Kwai Tsing	850
Tung Chung	450
Total	3 064

Note:

Figures refer to the position as at January 2017 when the 2017 Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2017.

**Number of CBS in kindergartens (including kindergarten-cum-child care centres)
by district and grade and
their percentage out of the total number of school places
from the 2013/14 to 2017/18 school years**

(i) School Year: 2013/14

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	Sub-total
North	1 674 (40.5%)	1 679 (41.8%)	1 555 (38.1%)	4 908 (40.1%)
Tai Po	152 (5.8%)	97 (4.4%)	91 (4.2%)	340 (4.8%)
Sha Tin	6 (0.1%)	13 (0.3%)	6 (0.1%)	25 (0.2%)
Yuen Long	791 (13.2%)	748 (12.8%)	696 (11.8%)	2 235 (12.6%)
Tuen Mun	592 (13.4%)	573 (12.9%)	514 (12.2%)	1 679 (12.8%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)
Kwai Tsing	17 (0.4%)	13 (0.3%)	14 (0.4%)	44 (0.4%)
Tung Chung	20 (2.2%)	16 (1.8%)	18 (2.2%)	54 (2.1%)

(ii) School Year: 2014/15

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	Sub-total
North	1 974 (41.9%)	1 758 (41.3%)	1 647 (39.8%)	5 379 (41.0%)
Tai Po	109 (4.2%)	176 (7.0%)	106 (5.2%)	391 (5.4%)
Sha Tin	23 (0.4%)	14 (0.3%)	14 (0.3%)	51 (0.3%)
Yuen Long	848 (13.5%)	855 (13.9%)	797 (13.8%)	2 500 (13.7%)
Tuen Mun	627 (12.5%)	685 (15.0%)	581 (13.5%)	1 893 (13.7%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Kwai Tsing	49 (1.1%)	18 (0.4%)	13 (0.3%)	80 (0.7%)
Tung Chung	23 (2.6%)	29 (3.2%)	17 (2.2%)	69 (2.7%)
Wong Tai Sin	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)

(iii) School Year: 2015/16

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	Sub-total
North	1 628 (36.9%)	2 071 (43.7%)	1 732 (40.3%)	5 431 (40.4%)
Tai Po	78 (2.8%)	98 (3.8%)	170 (7.2%)	346 (4.5%)
Sha Tin	14 (0.2%)	24 (0.4%)	24 (0.5%)	62 (0.4%)
Yuen Long	737 (11.1%)	931 (14.5%)	879 (14.3%)	2 547 (13.3%)
Tuen Mun	512 (10.2%)	683 (13.6%)	661 (15.0%)	1 856 (12.8%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Kwai Tsing	20 (0.4%)	49 (1.2%)	22 (0.6%)	91 (0.7%)
Tung Chung	19 (2.1%)	23 (2.7%)	31 (4.0%)	73 (2.9%)
Wong Tai Sin	0 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)

(iv) School Year: 2016/17

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	Sub-total
North	598 (18.1%)	1 760 (36.3%)	2 142 (42.7%)	4 500 (34.2%)
Tai Po	8 (0.3%)	76 (2.7%)	98 (4.0%)	182 (2.4%)
Sha Tin	1 (0.0%)	14 (0.2%)	24 (0.5%)	39 (0.2%)
Yuen Long	102 (1.8%)	687 (10.2%)	934 (14.1%)	1 723 (9.1%)
Tuen Mun	82 (1.9%)	532 (10.5%)	643 (12.8%)	1 257 (8.8%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Kwai Tsing	6 (0.2%)	25 (0.6%)	54 (1.4%)	85 (0.7%)
Tung Chung	3 (0.3%)	28 (2.4%)	29 (3.6%)	60 (2.0%)
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

(v) School Year: 2017/18

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage out of the total number of school places)			
	K1	K2	K3	Sub-total
North	484 (14.9%)	705 (20.2%)	1 808 (35.8%)	2 997 (25.4%)
Tai Po	5 (0.2%)	16 (0.6%)	73 (2.8%)	94 (1.2%)
Sha Tin	0 (0.0%)	0 (0.0%)	16 (0.3%)	16 (0.1%)
Yuen Long	38 (0.6%)	106 (1.8%)	658 (9.5%)	802 (4.2%)
Tuen Mun	24 (0.5%)	86 (2.0%)	514 (10.1%)	624 (4.5%)
Tsuen Wan	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Kwai Tsing	4 (0.1%)	4 (0.1%)	31 (0.7%)	39 (0.3%)
Tung Chung	0 (0.0%)	4 (0.4%)	33 (3.9%)	37 (1.2%)
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

- 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 2013/14 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.

**Number of CBS in primary schools by district and grade and
their percentage out of the total number of school places
from the 2013/14 to 2017/18 school years**

(i) School Year: 2013/14

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	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%)
Tai Po	508 (20.2%)	359 (15.7%)	131 (6.5%)	62 (3.3%)	43 (2.3%)	27 (1.4%)	1 130 (9.0%)
Sha Tin	68 (1.4%)	49 (1.1%)	25 (0.6%)	19 (0.5%)	7 (0.2%)	8 (0.2%)	176 (0.7%)
Yuen Long	658 (12.9%)	420 (8.9%)	230 (5.3%)	129 (3.1%)	80 (1.8%)	73 (1.5%)	1 590 (5.8%)
Tuen Mun	538 (13.6%)	343 (9.5%)	147 (4.5%)	70 (2.2%)	48 (1.5%)	35 (1.0%)	1 181 (5.7%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Kwai Tsing	2 (0.1%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.1%)	7 (0.0%)
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

(ii) School Year: 2014/15

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	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%)
Tai Po	470 (18.0%)	452 (18.6%)	354 (15.5%)	126 (6.3%)	55 (2.9%)	39 (2.0%)	1 496 (11.4%)
Sha Tin	154 (3.0%)	66 (1.4%)	50 (1.1%)	28 (0.6%)	18 (0.4%)	6 (0.1%)	322 (1.2%)
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%)
Tuen Mun	672 (15.7%)	493 (12.5%)	305 (8.4%)	135 (4.1%)	63 (2.0%)	44 (1.4%)	1 712 (8.0%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.0%)
Tung Chung	5 (1.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	6 (0.2%)
Wong Tai Sin	35 (1.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	36 (0.2%)

(iii) School Year: 2015/16

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	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%)
Tai Po	550 (21.7%)	464 (18.0%)	437 (18.0%)	357 (15.5%)	114 (5.8%)	68 (3.7%)	1 990 (14.6%)
Sha Tin	162 (3.2%)	146 (2.9%)	68 (1.4%)	56 (1.2%)	23 (0.5%)	18 (0.4%)	473 (1.7%)
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%)
Tuen Mun	717 (17.1%)	619 (14.4%)	466 (11.8%)	310 (8.6%)	131 (4.0%)	58 (1.8%)	2 301 (10.2%)
Tsuen Wan	7 (0.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (0.1%)
Kwai Tsing	38 (1.1%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	41 (0.2%)
Tung Chung	57 (8.4%)	5 (1.0%)	2 (0.4%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	65 (1.8%)
Wong Tai Sin	106 (3.1%)	29 (0.9%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	2 (0.1%)	138 (0.8%)

(iv) School Year: 2016/17

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	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%)
Tai Po	614 (21.0%)	566 (22.0%)	466 (17.7%)	443 (18.2%)	330 (14.6%)	124 (6.2%)	2 543 (17.2%)
Sha Tin	144 (2.8%)	141 (2.8%)	136 (2.7%)	71 (1.5%)	42 (0.9%)	21 (0.5%)	555 (1.9%)
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%)
Tuen Mun	670 (16.2%)	652 (15.6%)	588 (13.7%)	440 (11.1%)	287 (7.9%)	126 (3.8%)	2 763 (11.8%)
Tsuen Wan	26 (1.2%)	6 (0.3%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	33 (0.3%)
Kwai Tsing	134 (3.8%)	34 (1.0%)	4 (0.1%)	7 (0.2%)	2 (0.1%)	1 (0.0%)	182 (0.9%)
Tung Chung	136 (18.1%)	54 (8.1%)	5 (1.0%)	3 (0.5%)	1 (0.2%)	1 (0.2%)	200 (5.5%)
Wong Tai Sin	144 (4.5%)	96 (3.1%)	27 (0.9%)	0 (0.0%)	3 (0.1%)	0 (0.0%)	270 (1.5%)

(v) School Year: 2017/18

District	Number of CBS in primary schools (percentage out of the total number of school places)						
	P1	P2	P3	P4	P5	P6	Sub-total
North	1 361 (39.4%)	1 286 (38.8%)	1 165 (37.5%)	1 117 (35.9%)	1 243 (35.2%)	895 (28.1%)	7 067 (35.9%)
Tai Po	561 (18.2%)	553 (19.2%)	508 (19.5%)	451 (17.1%)	412 (16.9%)	302 (13.3%)	2 787 (17.5%)
Sha Tin	86 (1.5%)	125 (2.4%)	135 (2.6%)	140 (2.7%)	66 (1.3%)	50 (1.1%)	602 (2.0%)
Yuen Long	898 (14.9%)	949 (16.2%)	920 (16.4%)	989 (17.1%)	544 (10.6%)	363 (7.7%)	4 663 (14.1%)
Tuen Mun	481 (11.0%)	565 (13.6%)	593 (14.3%)	535 (12.5%)	414 (10.4%)	277 (7.6%)	2 865 (11.7%)
Tsuen Wan	21 (0.9%)	20 (0.9%)	4 (0.2%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	46 (0.4%)
Kwai Tsing	250 (7.2%)	116 (3.5%)	35 (1.1%)	9 (0.3%)	7 (0.2%)	3 (0.1%)	420 (2.2%)
Tung Chung	195 (23.7%)	118 (15.9%)	57 (8.5%)	8 (1.5%)	3 (0.5%)	0 (0.0%)	381 (9.9%)
Wong Tai Sin	146 (4.5%)	127 (4.0%)	86 (2.8%)	22 (0.8%)	0 (0.0%)	3 (0.1%)	384 (2.1%)

- 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 2013/14 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 the schools concerned. Figures include ordinary primary schools, but not special schools.

**Number of CBS in secondary schools by district and grade and
their percentage out of the total number of school places
from the 2013/14 to 2017/18 school years**

(i) School Year: 2013/14

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	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%)
Tai Po	96 (3.6%)	79 (2.9%)	70 (2.6%)	44 (1.4%)	28 (0.8%)	18 (0.5%)	335 (1.8%)
Sha Tin	7 (0.1%)	7 (0.1%)	8 (0.1%)	3 (0.0%)	2 (0.0%)	3 (0.0%)	30 (0.1%)
Yuen Long	65 (1.2%)	56 (1.0%)	62 (1.1%)	47 (0.7%)	30 (0.4%)	20 (0.3%)	280 (0.7%)
Tuen Mun	19 (0.4%)	13 (0.3%)	15 (0.3%)	16 (0.3%)	7 (0.1%)	4 (0.1%)	74 (0.2%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)
Kwai Tsing	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	2 (0.0%)
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

(ii) School Year: 2014/15

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	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%)
Tai Po	86 (3.2%)	93 (3.5%)	84 (3.1%)	74 (2.7%)	43 (1.4%)	26 (0.8%)	406 (2.4%)
Sha Tin	15 (0.2%)	11 (0.2%)	6 (0.1%)	10 (0.1%)	4 (0.1%)	3 (0.0%)	49 (0.1%)
Yuen Long	80 (1.4%)	53 (1.0%)	47 (0.8%)	52 (0.9%)	40 (0.6%)	21 (0.3%)	293 (0.8%)
Tuen Mun	31 (0.7%)	18 (0.4%)	15 (0.3%)	22 (0.4%)	13 (0.2%)	7 (0.1%)	106 (0.3%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Tung Chung	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)

(iii) School Year: 2015/16

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	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%)
Tai Po	84 (3.2%)	95 (3.5%)	97 (3.7%)	75 (2.7%)	65 (2.4%)	41 (1.4%)	457 (2.8%)
Sha Tin	21 (0.3%)	21 (0.3%)	17 (0.3%)	12 (0.2%)	10 (0.1%)	3 (0.0%)	84 (0.2%)
Yuen Long	80 (1.5%)	84 (1.5%)	58 (1.1%)	47 (0.8%)	47 (0.8%)	35 (0.5%)	351 (1.0%)
Tuen Mun	32 (0.7%)	25 (0.5%)	22 (0.5%)	19 (0.4%)	13 (0.3%)	12 (0.2%)	123 (0.4%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

(iv) School Year: 2016/17

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	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%)
Tai Po	118 (4.3%)	85 (3.2%)	93 (3.4%)	92 (3.5%)	69 (2.5%)	59 (2.2%)	516 (3.2%)
Sha Tin	13 (0.2%)	12 (0.2%)	14 (0.2%)	11 (0.2%)	5 (0.1%)	7 (0.1%)	62 (0.2%)
Yuen Long	110 (2.0%)	76 (1.4%)	71 (1.3%)	54 (1.0%)	42 (0.7%)	38 (0.6%)	391 (1.2%)
Tuen Mun	49 (1.1%)	33 (0.7%)	24 (0.5%)	22 (0.5%)	16 (0.3%)	13 (0.3%)	157 (0.5%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Wong Tai Sin	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)

(v) School Year: 2017/18

District	Number of CBS in secondary schools (percentage out of the total number of school places)						
	S1	S2	S3	S4	S5	S6	Sub-total
North	662 (23.0%)	523 (18.0%)	428 (15.4%)	383 (13.5%)	297 (10.6%)	269 (9.2%)	2 562 (14.9%)
Tai Po	273 (9.8%)	119 (4.4%)	87 (3.3%)	91 (3.4%)	83 (3.1%)	55 (2.0%)	708 (4.4%)
Sha Tin	27 (0.4%)	11 (0.2%)	15 (0.2%)	18 (0.3%)	11 (0.2%)	2 (0.0%)	84 (0.2%)
Yuen Long	160 (2.9%)	97 (1.8%)	75 (1.4%)	60 (1.1%)	45 (0.8%)	34 (0.6%)	471 (1.4%)
Tuen Mun	116 (2.5%)	48 (1.1%)	34 (0.7%)	28 (0.6%)	16 (0.3%)	16 (0.3%)	258 (0.9%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Tung Chung	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

- 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 2013/14 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 the schools concerned. Figures include ordinary secondary day schools, but not special schools and secondary day courses provided by private schools offering tutorial, vocational and adult education courses.

- End -

CONTROLLING OFFICER'S REPLY

EDB087

(Question Serial No. 0124)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (900) Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

- (a) The provision for the new financial year represents an increase of 38.1% over the revised estimate. What are the targets and details of the projects and the manpower arrangements involved?
- (b) What are the provisions for the 5 improvement measures for 24 “matchbox-style school premises” and the schedule for completion?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 25)

Reply:

- (a) For the 2018-19 financial year, the Government has planned to allocate an amount of around \$1.2 billion from Subhead 900 under Head 156 as non-recurrent subsidy for aided schools to carry out school premises maintenance and repair works under the annual Major Repairs (MR) exercise and Emergency Repairs (ER) mechanism. Through the existing MR and ER mechanism, 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, the EDB invites annual applications for major repair works from all the some 840 aided 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 are also entitled to submit applications for non-recurrent grant

to carry out emergency repair works under the ER mechanism whenever such need arises throughout the year.

- (b) Starting from the 2017 summer break, the EDB and our consultants have progressively taken forward the 5 improvement works items for the 24 primary schools operating in “matchbox-style school premises” proposed in relation to the problems arising from the unique design features of such premises. Given that the conditions and needs of the 24 schools vary, the corresponding scope and in turn costs and duration of the works for individual schools would also differ. We have been maintaining close contact and communication with the schools concerned on the particulars and details of the improvement works in order to best accommodate the needs of different schools. Depending on the available time slots offered by each school for the works, it is estimated that a minimum of 2 school years would be required for completing the 5 improvement measures for the 24 schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB088****(Question Serial No. 0125)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the status, future planning and use of vacant school premises, please provide the following information:

(a) using the table below, the details of vacant kindergartens, primary schools and secondary schools, 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 incurred in managing the vacant school premises and the number of premises involved in each year from 2013-14 to 2017-18;

(c) the number of vacant school premises the Education Bureau (EDB) returned to other government departments in each year from 2013-14 to 2017-18; and

(d) a breakdown of the vacant school premises and new development land already allocated and those available for school application in future by school district.

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 5 vacant estate KG premises in public housing estates under the HKHA. According to the established arrangement, upon receipt of notification from the Housing Department (HD), the 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, the EDB would inform the HKHA for their consideration of whether to put the estate KG premises to other alternative uses. The HKHA may also arrange open rental tender of KG premises at market rent from time to time. In respect of the aforesaid 5 vacant estate KG premises, 2 premises have been recommended for allocation to school sponsoring bodies through the Second School Allocation Exercise 2016, and the HD is taking follow-up actions on the remaining 3 premises.

In respect of vacant school premises (VSP), it has all along been the EDB's policy objective to put VSP into gainful use. When there is a vacant or to-be-vacant school premises, the 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 reallocated for school or other educational use.

Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school uses, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the HD) for the PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism. According to the mechanism, while the EDB is allowed to retain VSP for school use, for premises which are proposed to be used for educational uses other than school use, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2018, there are 9 VSP under the 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 the EDB). Information on these premises is set out in Table (1) below.

Table (1) – 9 VSP under the EDB’s purview (position as at end-February 2018)

No.	District	Name of former school	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m²)
1	Wanchai	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2006/07	2 000
2	Southern	St. Peter’s Secondary School	220 Aberdeen Main Road, Aberdeen, Hong Kong	2012/13	6 000
3	Kwun Tong	St. Joseph’s Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	2011/12	2 900
4	Kowloon City	Pui Shing Catholic Secondary School	1D Oxford Road, Kowloon	1992/93	2 200
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.K.H. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Lane, Tai Po, New Territories	1999/00	2 400
9	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: “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.

The EDB would take into account a basket of factors and periodically assess the possible educational use of VSP under the 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 in view of the uncertainty involved. In addition, the EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment; decanting use by schools undergoing in-situ redevelopment or extension works; allocating school premises for operation of international schools, etc. It is therefore inappropriate and impracticable to impose any fixed target on the length of the vacancy period of a VSP or the number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, the 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 the 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, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used. The EDB has allocated/will allocate the following 6 VSP for re-provisioning of existing primary schools, setting up new time-limited primary schools, and transitional operation of school use through 4 of the SAE launched in 2017:

1. Ex-Po Leung Kuk Stanley Ho Sau Nan Primary School in Wong Tai Sin;
2. Ex-Shi Hui Wen Secondary School in Tuen Mun;
3. Ex-Free Methodist Mei Lam Primary School in Sha Tin;
4. Ex-Confucian Sam Lok Chow Mud Wai School in Tai Po;
5. Ex-St. Francis of Assisi's Caritas School in Sham Shui Po; and
6. Ex-St. Joseph's Anglo-Chinese School in Kwun Tong.

In respect of school sites, as at March 2018, there are a total of 23 reserved school sites (including primary, secondary and special school use) in the territory having completed the relevant technical feasibility study 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 23 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 4 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 3 reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced; project on 1 reserved school sites was approved in the LegCo Session in 2016-17 with the school building works commenced in 2017; while funding approval for project on another reserved school site has just been obtained from the FC in the current LegCo Session. For the remaining 14 sites, 4 fall within a private development project 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	2 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	(ii)
4	Kowloon City	Ho Man Tin	7 800	Primary School	24	Unallocated	(iii)
5	Kowloon City	Kowloon Tong	7 700	2 Special Schools	12 and 24 respectively	Unallocated	(ii)
6	Kowloon City	Kai Tak Development	6 100	Primary School	30	Unallocated	(ii)
7	Kwun Tong	Anderson Road	7 500	Secondary School	30	Allocated	(ii)
8	Kwun Tong	Anderson Road	6 500	Primary School	30	Allocated	(i)
9	Kwun Tong	Anderson Road	7 200	Primary School	30	Unallocated	(ii)
10	Eastern	North Point	12 300 (Total)	Primary School	24	Allocated	(i)
11	Eastern	North Point		Primary School	24	Allocated	(i)
12	North	Fanling	5 900	Primary School	30	Allocated	(ii)
13	North	Fanling	5 900	Primary School	30	Allocated	(ii)
14	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	Allocated	(i)
15	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	Allocated	(i)
16	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	Unallocated	(ii)
17	Sai Kung	Tseung Kwan O	6 200	Primary School	30	Allocated	(iii)
18	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	Allocated	(iii)
19	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	Unallocated	(ii)
20	Tuen Mun	Tuen Mun West	7 100	Special School	16	Allocated	(i)
21	Islands	Tung Chung	5 800	Special School	18	Allocated	(i)

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Allocation status	Remark
22	Sha Tin	Shui Chuen O	8 700	Primary School	30	Allocated	(ii)
23	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	Unallocated	(iii)

Remarks:

- (i) Funding approval has been obtained from the FC of LegCo for the school building project.
- (ii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iii) 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 the EDB's prevailing school allocation mechanism, once a vacant/to-be-vacant premises or a reserved school site is confirmed to be required for allocation for school use, the EDB will normally invite application from all eligible organisations in the territory through the SAE and make relevant announcement through press release and on its website. The SAE is generally conducted on a competitive basis amongst the applicant bodies. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee 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) The EDB is responsible for the management of VSP located on sites allocated to the EDB, including those that the PlanD has been informed of under the central clearing house mechanism but that the LandsD has requested the EDB to continue the management until the next users have been identified and taken over the land. In 2013-14 to 2017-18, the expenditure/estimated expenditure incurred by the EDB for the management of VSP were \$0.727 million, \$0.957 million, \$1.221 million, \$1.341 million and \$1.27 million respectively which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

(c) For VSP confirmed no longer required by the EDB for reallocation for school use, the EDB will inform the PlanD and other relevant departments (such as the LandsD and the HD) in accordance with the central clearing house mechanism. The PlanD will conduct review in accordance with the central clearing house mechanism and recommend 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, the PlanD will inform the relevant departments (such as the LandsD and the HD) of the recommendations for their follow up as appropriate. In the 2013/14 to 2017/18 school years (as at February 2018), the EDB informed the PlanD and other relevant departments of 122 VSP (Note) in accordance with the above-mentioned central clearing house mechanism.

Note: The figures include those addresses identified in a stocktaking exercise to reconcile the records in the VSP database and school registration database in the light of the recommendations of the Public Accounts Committee Report No. 65. Based on the relevant land status information provided by the LandsD, the EDB considered these VSP no longer required by the EDB for reallocation for school uses and had informed the PlanD in accordance with the central clearing house mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB089

(Question Serial No. 0126)

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Budget has proposed to invite the Quality Education Fund (QEF) Steering Committee to consider allocating \$3 billion for application by primary and secondary schools, kindergartens and special schools, through simplified procedures, for launching school-based curriculum development and student support measures, as well as the relevant school improvement works and procurement of supplies. In this connection, please advise this Committee:

- (a) whether the annual allocation of \$3 billion comes from the QEF or its investment returns; and the actual estimated amount of allocation each year;
- (b) the details of the schemes under which schools can apply for funding the above-mentioned projects, as well as the amounts of funding and assessment criteria to be involved;
- (c) whether schools applying for funding have to meet certain pre-conditions, taking the “relevant” school improvement works mentioned in the Budget Speech as an example;
- (d) the estimated number of schools to be granted funding for relevant school improvement works and procurement of supplies each year, as well as any limits on the scale of improvement works and funding ceiling for each application; and
- (e) any differences between school improvement works funded by the QEF and those carried out by designated term consultants under the major repairs exercise, in terms of service and maintenance approaches and the party responsible for following up on the works in the future.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 27)

Reply:

To further support students' learning, raise the quality of school education and promote quality school education, the Government invites the Quality Education Fund (QEF) Steering Committee to consider allocating \$3 billion from the QEF (including \$5 billion injected by the Government to the QEF at its establishment in 1998 and the net investment income) for application by primary and secondary schools, kindergartens and special schools, through simplified procedures, for launching school-based curriculum development and student support measures, as well as the relevant school improvement works and the procurement of supplies.

In accordance with the objectives of the QEF to raise the quality of school education and promote quality school education, and the principle that the allocation will not entail recurrent expenditure on the part of the QEF, the Steering Committee will consider the proposal, including the uses of the funds, and how can the application procedures be streamlined to allow schools to submit proposals based on their own school contexts and development needs. The Steering Committee will announce the details after careful deliberation.

- End -

CONTROLLING OFFICER'S REPLY

EDB090

(Question Serial No. 0127)

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 2015/16 to 2017/18 school years;
- (2) Of the above claim applications and successful claims, please set out the cases involving professional liability and deaths respectively; and
- (3) Upon the implementation of free kindergarten education, is there any provision reserved for kindergartens 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. (LegCo use): 28)

Reply:

(1) & (2)

The Education Bureau (EDB) has taken out the Block Insurance Policy (BIP), which comprises 3 parts, namely the public liability insurance, the employees' compensation insurance and the group personal accident insurance, for aided primary and secondary schools (including special schools). Professional liability insurance is not under the coverage of the BIP. All staff in aided primary and secondary schools (including special schools), both teaching and non-teaching, whose salaries are subvented by the EDB, as well as students, are insured under the BIP. Each period of insurance covers 2 school years and the expenditures on the insurance premium for the BIP for the 2015/16 to 2016/17 and 2017/18 to 2018/19 school years are \$146.1 million and \$129 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 2015/16 to 2017/18 school years (as at November 2017), the total number of reported cases and indemnified cases for all types of insurance under the BIP are 5 500 and 2 200 respectively. Among them, there are 6 cases involving deaths.

(3) Under the new kindergarten (KG) education policy, the EDB provides direct subsidy to KGs joining the new KG education scheme (Scheme). Funding is 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. The mode of provision of funding for KGs differs from that for aided primary and secondary schools. The degree to which KGs and aided primary and secondary schools have to follow the EDB’s established operational and administrative practices also differs. As compared to aided primary and secondary schools, the modes of operation among KGs participating in the Scheme are more diversified. Hence, the EDB does not play the role of a central coordinator in various aspects relating to operation of KGs, including procurement of insurance policies.

- End -

CONTROLLING OFFICER'S REPLY

EDB091

(Question Serial No. 0128)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will provide recurrent air-conditioning grant for public sector schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities, student activity centres and assembly halls.

- (a) How is the grant for different school levels and different types of schools calculated?
- (b) Please list the number of primary schools, secondary schools and special schools and the corresponding amount of grant involved in the next school year.
- (c) What are the assessment criteria for installing air-conditioning systems for schools with needs? What subhead will the expenditure be put under?
- (d) Please list the number of schools which need to install/replace air-conditioning systems in the next school year by primary school, secondary school and special school. Is there a ceiling for the amount of grant for each school?
- (e) Please list the estimated expenditures for installing/replacing air-conditioning systems in each of the subsequent school years by primary school, secondary school and special school.
- (f) How can it be ensured that schools will follow the green principles and save electricity when using air-conditioning systems?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 29)

Reply:

(a) & (b) Starting from the 2018/19 school year, the Education Bureau (EDB) will provide public sector schools with a recurrent Air-conditioning Grant to cover the daily expenses, including electricity charges and routine maintenance costs, incurred by the air-conditioning systems installed in their standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls. The EDB has issued letters to all public sector schools, requesting information on their eligible facilities. The grant is primarily calculated based on the types and number of eligible facilities of respective schools, taking into account the actual situation of individual schools. The EDB is verifying the information on eligible facilities provided by the schools, and thus the requested information is not yet available at this stage.

In the 2018/19 school year, the number of public sector schools covered by the initiative is as follows:-

Finance Type	Primary School	Secondary School	Special School
Government	34	31	-
Aided	420	359	60
Caput	-	2	-

(c) For aided schools, they have already indicated whether they need the Government to install air-conditioning systems for their standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls that are not yet air-conditioned. The EDB is verifying the information provided by the schools, and, once verified, will arrange for the installation of air-conditioning systems for the facilities concerned. The related expenditures will be charged to Subhead 8100QX of Head 708. For government schools, the installation works are undertaken by the Architectural Services Department and funded by the provision under Subhead 3101GX of Head 703.

(d) The EDB has issued letters to all aided and government schools, requesting information on their eligible facilities. The EDB will install or replace air-conditioning systems for eligible facilities according to individual schools' actual situation and needs. There is no predefined ceiling for the works expenditure of each school. The EDB is verifying the information provided by the schools, and is thus unable to provide the number of schools involved at this stage.

(e) The Government has earmarked resources to install or replace air-conditioning systems for eligible facilities of public sector schools in need. The arrangements for installing or replacing air-conditioning systems are determined by individual schools' actual situation and needs. Therefore, we are unable to provide the estimated related expenditures for various types of schools in each of the subsequent school year.

(f) The EDB has reminded schools to formulate and put in place school-based environmental policy and implement various measures for energy saving, such as purchasing energy-efficient appliances upon replacement of old appliances or procurement of new appliances, and pay attention to matters on the use of air conditioning systems, in order to minimise the impact on the environment. Only energy-efficient air-conditioning systems are installed under this initiative. Besides, the EDB also encourages schools to

take this opportunity to teach students the importance of making effective use of resources, enhance students' environmental awareness, develop their environmentally friendly attitude, and promote green practices and environmental education.

- End -

CONTROLLING OFFICER'S REPLY

EDB092

(Question Serial No. 0129)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

A provision of \$2 billion has been made in the Budget to expedite installation of lifts for schools. By school type (primary, secondary and special schools), please set out:

- (a) the numbers and lists of schools not installed with lifts, including schools with funding application approved or pending approval and schools without submitting an application;
- (b) details of the programme and the calculation of the \$2 billion provision;
- (c) the estimated numbers of schools to be installed with lifts in each year starting from the next school year;
- (d) the number and list of contractors available for providing relevant services; and
- (e) as more resources will become available, whether the number of contractors who can provide lift installation services will increase in the future. If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 30)

Reply:

(a) to (c) The Education Bureau has taken up the major repairs (MR) works of non-estate and estate aided schools since April 2010 and April 2014 respectively. In accordance with the established mechanism, schools may apply for installation of lifts through the annual MR mechanism.

Based on the experience in handling relevant works projects in the past few years, lift installation works generally involve more complicated work stages. From conducting preliminary technical feasibility studies, discussing with schools over lift location, preparing

drawings for submission to relevant departments for approval, coordinating with schools on works arrangements and schedule and completing the works, it normally takes at least 4 to 5 years. Should the works involve more complicated technical issues (for example, limited space available for lift installation), or the schools can only make available limited time slots for the construction works, it will take a even longer completion time. Moreover, lift installation works are resource intensive (in terms of project costs and human resources), hence the EDB can only approve a limited number of applications every year. Since April 2010, the EDB has approved at least 5 lift installation applications each year, and we endeavour to approve more where resources and manpower permit. The yet-to-be approved applications will be re-considered together with new applications (if any) in the subsequent funding allocation exercise. Hence, the schools concerned are not required to resubmit applications afresh.

Since April 2010, the EDB has approved a total of 46 lift installation applications through the annual MR mechanism, with another 68 pending approval. As at end-February 2018, 4 out of the 46 approved applications have the installation works completed. The rest are under various work stages, including construction, statutory approval or design stage. Before releasing the school list, the EDB will seek the schools' consent in line with the usual practice. As it takes time to do so, the required information is not yet available. Regarding the 68 applications pending approval, the EDB has consulted the schools concerned at Member's earlier request. 6 schools indicated that they did not want to make public relevant information about their applications, and 1 school has ceased to operate in September 2017. A list of the remaining 61 schools is at Annex 1.

To expedite the lift installation works for schools without such provision, the Government has made a provision of \$2 billion (the estimation is based on the average work cost of \$20 million for a lift installation project). The EDB will also set up a dedicated team (including designated consultants) to centrally handle the lift installation works. In order to collect the latest information on school premises and ascertain the schools' needs for lifts, the EDB sent a letter to all aided and Direct Subsidy Scheme (DSS) schools on 1 March to invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. After collecting the relevant information, we plan to arrange designated consultants to liaise with the schools concerned from the first quarter of 2019 onwards, with a view to assessing the preliminary technical feasibility for these aided schools as soon as practicable within one year. The installation timetable will be formulated based on the results of technical feasibility studies and the actual circumstances of individual schools. Government schools that are in need of lifts may submit funding applications through the existing mechanism. Upon approval of the funding applications, the Architectural Services Department will carry out detailed design and discuss the detailed arrangements with the schools concerned. In line with established arrangements, DSS schools may apply for funding from the EDB, and engage consultants and contractors on their own to carry out the lift installation works once the funding applications are approved.

(d) & (e) According to the current arrangement, we will invite tenders for the installation works from contractors on the List of Approved Contractors for Public Works (List of Approved Contractors). Under the List of Approved Contractors, contractors are divided into 3 groups (Note), namely Group A, Group B and Group C, on the basis of contract values. Contractors under each group are further classified into 5 categories of works, including "Buildings", "Port Works", "Roads & Drainage", "Site Formation" and

“Waterworks”. Judging from the past experience in relation to installing lifts at schools, the estimated value of a lift installation contract is expected to be under \$100 million. Hence, all Group A and Group B contractors in the “Buildings” category on the List of Approved Contractors may bid for lift installation contracts. According to the Development Bureau, as at early March 2018, there were 48 and 49 approved contractors in Group A and Group B respectively. The lists are at Annex 2 and Annex 3. We will award the works contracts in a timely manner and arrange qualified contractors to carry out the installation works, having regard to the results of the technical feasibility study and the actual circumstances of individual lift installation project.

Note: Under the List of Approved Contractors, contractors are divided into 3 groups, namely Group A, Group B and Group C, on the basis of contract values. Approved contractors in Group A may undertake contracts of value up to \$100 million; those in Group B may undertake contracts of value up to \$300 million; and those in Group C may undertake contracts of any values exceeding \$300 million.

List of Schools with Pending Applications for Lift Installation

Primary Schools	
1.	SKH St. Peter's Primary School (Separate applications for 2 premises)
2.	St. Anthony's School
3.	Precious Blood Primary School (Wah Fu Estate)
4.	Aplichau Kaifong Primary School
5.	Chan's Creative School (H.K. Island)
6.	Buddhist Chung Wah Kornhill Primary School
7.	Cheung Chau Sacred Heart School
8.	Kwok Man School
9.	SKH St. Timothy's Primary School
10.	CCC Wanchai Church Kei To Primary School (Kowloon City)
11.	Hop Yat Church School
12.	SKH Chu Yan Primary School
13.	TWGHs Wong See Sum Primary School
14.	Fung Kai Liu Yun-Sum Memorial School
15.	SKH Wing Chun Primary School
16.	HHCKLA Buddhist Chan Shi Wan Primary School
17.	Pentecostal Gin Mao Sheng Primary School
18.	Good Counsel Catholic Primary School
19.	Shamshupo Kaifong Welfare Association Primary School
20.	Baptist Lui Ming Choi Primary School
21.	Free Methodist Bradbury Chun Lei Primary School
22.	Christian Alliance H.C. Chan Primary School
23.	Castle Peak Catholic Primary School
24.	NTW&JWA Leung Sing Tak Primary School
25.	Emmanuel Primary School
26.	Tsuen Wan Chiu Chow Public School
27.	Po Leung Kuk Gold & Silver Exchange Society Pershing Tsang School
28.	Buddhist Wong Cheuk Um Primary School
29.	Price Memorial Catholic Primary School
30.	Wong Tai Sin Catholic Primary School
31.	Confucian Tai Shing Primary School
32.	Choi Wan St. Joseph's Primary School
33.	CCC Heep Woh Primary School
Secondary Schools	
34.	St. Stephen's Girls' College
35.	SKH Tsoi Kung Po Secondary School
36.	New Asia Middle School
37.	HKWMA Chu Shek Lun Secondary School
38.	HKSKH Bishop Hall Secondary School
39.	Shun Lee Catholic Secondary School
40.	Caritas Fanling Chan Chun Ha Secondary School

41.	Cheng Chek Chee Secondary School of Sai Kung and Hang Hau District, N.T.
42.	HKMLC Queen Maud Secondary School
43.	TWGHs Yow Kam Yuen College
44.	CMA Choi Cheung Kok Secondary School
45.	TWGHs Sun Hoi Directors' College
46.	Caritas Tuen Mun Marden Foundation Secondary School
47.	SKH St. Simon's Lui Ming Choi Secondary School
48.	Buddhist Tai Kwong Chi Hong College
49.	Wong Shiu Chi Secondary School
50.	CCC Fung Leung Kit Memorial Secondary School
51.	Marymount Secondary School
52.	CCC Kung Lee College
53.	CCC Kei Heep Secondary School
54.	TWGHs Lo Kon Ting Memorial College
55.	Pok Oi Hospital Tang Pui King Memorial College
56.	Bethel High School
57.	St. Mary's Canossian College
58.	Newman Catholic College
59.	Methodist College
Schools for Social Development	
60.	Society of Boys' Centres - Hui Chung Sing Memorial School

**Group A Contractors in the “Buildings” Category on
the List of Approved Contractors**

1.	An Hsin Construction Company Limited*
2.	Asian (Ah Chi) Engineering and Construction Works Limited trading as Asian Construction Company*
3.	Bestrich Engineering Limited
4.	BS Engineering & Consultancy Company Limited *
5.	Build King Civil Engineering Limited
6.	Chan Sum Construction Company *
7.	Chung Chin Construction and Engineering Company Limited*
8.	Excel Engineering Company Limited
9.	Fine View Engineering Limited*
10.	Free Form Construction Company Limited
11.	Fuk Shing Engineering Company Limited*
12.	Gar Wing Hung Kee Construction Company
13.	Hing Kee Contracting Limited
14.	Hon Fung Engineering Limited*
15.	Hop Shing Construction Company Limited
16.	International Kum Fai Construction and Engineering Company Limited*
17.	ISG Asia (Hong Kong) Limited*
18.	Kam Hing Engineering Co. Limited*
19.	Kan Construction Company*
20.	Kin Fat Construction Company Limited*
21.	Kin Keung Construction & Engineering Company Limited
22.	Kin Ming Construction Company Limited*
23.	Kinsway Construction Company Limited
24.	K-Peak Company Limited*
25.	Kwan On Construction Company Limited*
26.	Manhing Engineering Co.*
27.	Milestone Builder Engineering Limited*
28.	New Hopes Construction Company Limited*
29.	Pacific Construction Limited*
30.	Po Hsing Construction Company Limited*
31.	Po Shing Construction Limited*
32.	Program Contractors Limited*
33.	Sam Cheong Construction Company Limited*
34.	Seemly Building Construction Company Limited*
35.	Shanghai Yaik Sang Construction Company Limited*
36.	Sun Hang Shing Construction & Decoration Company Limited*
37.	Sun On Engineering Company Limited*
38.	Tak Cheong Construction Company Limited
39.	Tapbo Construction Company Limited*
40.	Tim Lee Construction Company Limited

41.	Tristyle Company Limited*
42.	Trustful Engineering & Construction Company Limited*
43.	Wah Cheong Construction Company Limited*
44.	Wide Project Engineering & Construction Company
45.	Wing Keung Engineering Company*
46.	Wise Trend Engineering Limited*
47.	Yick Hing Construction Company Limited*
48.	Yu Hsin Construction Company Limited

* denotes probationary status in the category indicated.

**Group B Contractors in the “Buildings” Category on
the List of Approved Contractors**

1.	Chan Shum Kee Sam Lee Construction Company Limited*
2.	Chi Shing Construction Company*
3.	Chi Sum Engineering Limited*
4.	Chun Wo Elegant Decoration Engineering Company Limited*
5.	Chung Shing Construction Company Limited
6.	Concorde Construction Company Limited*
7.	Cycle Links Construction Company Limited*
8.	Dao Kee Construction Company Limited
9.	Gold Banner Construction and Development Limited
10.	Goldfield N & W Construction Company Limited
11.	Grand Tech Construction Company Limited*
12.	Hien Lee Engineering Company Limited*
13.	Hong Kong Construction (General Builders) Limited*
14.	Hong Kong Construction Company Limited*
15.	Hong Kong Kwong Tai Builders Limited
16.	Hop Lee Builders Company Limited
17.	Hsin Chong Construction (Asia) Limited*
18.	ISP Construction (Engineering) Limited*
19.	Junic Construction Company Limited
20.	Kwan Shing Construction Limited*
21.	Law Chi Yip Construction Company Limited
22.	Lidell Construction Company, Limited*
23.	Man Kit Construction Company Limited*
24.	Martin Construction Company Limited*
25.	Maylon Construction Company Limited
26.	New City Construction Company Limited
27.	New House Construction Company Limited*
28.	Po Tak Construction Company Limited*
29.	Pollard Construction Company Limited*
30.	Ray On Construction Company Limited
31.	Shing Hing Construction Company Limited
32.	Shun Yip Construction Company Limited
33.	Sing Fat Construction Company, Limited*
34.	South Star Construction Company Limited*
35.	Sun Fook Kong (Civil) Limited*
36.	Tai Dou Building Contractor*
37.	To's Universe Construction Company, Limited
38.	Tysan Building Construction Company Limited*
39.	Union Contractors Limited*
40.	United Construction Company Limited*
41.	W.M. Construction Limited
42.	Wah Seng General Contractors Limited*

43.	Wah Tat Construction Company*
44.	Wanson Construction Company Limited
45.	Wing Sum Construction & Engineering Co., Limited*
46.	Wo Hing Construction Company Limited
47.	Yan Lee Construction Company Limited
48.	Yu Wing Construction & Investment Company Limited
49.	Zhen Hua Engineering Company Limited*

* denotes probationary status in the category indicated.

- End -

CONTROLLING OFFICER'S REPLY**EDB093****(Question Serial No. 0131)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.

Please use the table below to provide information of the programmes from the 2015/16 to 2017/18 academic years and of the estimated programmes for the 2018/19 academic year:

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Annual tuition fee (before deduction of subsidy)	Annual subsidy amount

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 32)

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.

The details on the designated programmes under the SSSDP and relevant institutions, number of subsidised places, actual intakes, average annual tuition fee before deduction of subsidy and annual subsidy amount, etc. for the cohorts admitted from 2015/16 to 2017/18 academic years and the cohort to be admitted in the 2018/19 academic year are set out at **Annex**. Starting from the 2018/19 academic year, all first-year intake places of designated programmes for local students will be included in the SSSDP, there will be no non-subsidised first-year intake places for local students under the designated programmes.

**Study Subsidy Scheme for Designated Professions/Sectors
(For the Cohort Admitted in the 2015/16 Academic Year)
Designated Programmes, Relevant Institutions, Number of Subsidised Places,
Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount**

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

**Study Subsidy Scheme for Designated Professions/Sectors
(For the Cohort Admitted in the 2016/17 Academic Year)
Designated Programmes, Relevant Institutions, Number of Subsidised Places,
Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount**

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

**Study Subsidy Scheme for Designated Professions/Sectors
(For the Cohort Admitted in the 2017/18 Academic Year)
Designated Programmes, Relevant Institutions, Number of Subsidised Places,
Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount**

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	104,720	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	89	81,800	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	79	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	235	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	111	111,800	70,000
Bachelor of Engineering with Honours in Testing and Certification		50	69	90,000	70,000
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	224	109,475	70,000
Bachelor of Science (Honours) in Medical Laboratory Science		20	31	119,680	70,000
Bachelor of Science (Honours) in Radiation Therapy		12	16	129,030	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	56	94,133	70,000
Bachelor of Arts (Honours) in Product Design		60	55	94,133	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	32	94,133	40,000
Bachelor of Arts (Honours) in Landscape Architecture		10	38	94,133	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		30	44	94,133	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	93	102,053	70,000

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 Engineering (Honours) in Environmental Engineering and Management		60	57	94,133	70,000

Study Subsidy Scheme for Designated Professions/Sectors
(For the Cohort to be Admitted in the 2018/19 Academic Year)
Designated Programmes, Relevant Institutions, Number of Subsidised Places,
Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount

Programmes	Institutions	Number of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	200	107,240	70,000
Bachelor of Science (Honours) in Digital Entertainment #		30	75,180	40,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	70	71,500	40,000
Bachelor of Science (Honours) in Computer Science #		90	71,500	40,000
Bachelor of Arts (Honours) in Applied and Human-Centred Computing #	Hang Seng Management College	60	85,500	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management		105	85,500	40,000
Bachelor of Management Science and Information Management (Honours) #		65	85,500	40,000
Bachelor of Science (Honours) in Actuarial Studies and Insurance #		35	85,500	40,000
Bachelor of Science (Honours) in Data Science and Business Intelligence #		70	85,500	40,000
Bachelor of Arts with Honours in Creative Writing and Film Arts #	The Open University of Hong Kong	80	73,070	40,000
Bachelor of Business Administration with Honours in Business Intelligence and Analytics #		50	73,070	40,000
Bachelor of Business Administration with Honours in Financial Technology and Innovation #		80	73,070	40,000
Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management #		50	73,070	40,000
Bachelor of Computing with Honours in Internet Technology #		60	73,070	40,000
Bachelor of Engineering with Honours in Testing and Certification		100	97,920	70,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects		80	92,160	70,000
Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art #		80	73,070	70,000

Programmes	Institutions	Number of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Bachelor of International Hospitality and Attraction Management with Honours #		80	73,070	40,000
Bachelor of Nursing with Honours in General Health Care		270	114,480	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	114,480	70,000
Bachelor of Sports and Recreation Management with Honours #		40	73,070	40,000
Bachelor of Health Science (Honours) in Nursing	Tung Wah College	225	112,767	70,000
Bachelor of Science (Honours) in Medical Laboratory Science		30	125,664	70,000
Bachelor of Science (Honours) in Occupational Therapy #		50	134,980	70,000
Bachelor of Science (Honours) in Radiation Therapy		15	135,482	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	100,650	70,000
Bachelor of Arts (Honours) in Product Design		60	100,650	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		60	96,360	40,000
Bachelor of Arts (Honours) in Landscape Architecture		45	96,360	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		60	96,360	40,000
Bachelor of Engineering (Honours) in Building Services Engineering #		60	100,650	70,000
Bachelor of Engineering (Honours) in Civil Engineering		90	104,445	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	100,650	70,000
Bachelor of Science (Honours) in Information and Communications Technology #		66	80,355	40,000
Bachelor of Science (Honours) in Multimedia Technology and Innovation #		30	96,360	40,000
Bachelor of Science (Honours) in Surveying #		60	96,360	40,000
Bachelor of Social Sciences (Honours) in Sports and Recreation Management #		40	104,445	40,000

* Starting from the 2018/19 academic year, all first-year intake places of designated programmes for local students will be included in the SSSDP, there will be no non-subsidised first-year intake places for local students under the designated programmes.

New programmes offered in the 2018/19 academic year

- End -

CONTROLLING OFFICER'S REPLY

EDB094

(Question Serial No. 0138)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please list the respective number of students with special educational needs (SEN) from 2013/14 to 2017/18 school years, with a breakdown by school level and SEN type.

(b) Please list the respective number of subsidised primary and secondary schools in each of the school years from 2013/14 to 2017/18, with a distribution of schools by number of students requiring tier-1, tier-2 and tier-3 support and a breakdown of expenditures involved, under the existing funding modes (including Learning Support Grant, Intensive Remedial Teaching Programme and mixed mode).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 39)

Reply:

(a)

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and SEN type from the 2013/14 to 2017/18 school years is set out at Appendix 1.

(b)

To help public sector mainstream schools cater for students with SEN, the Education Bureau (EDB) has been providing schools with additional resources on top of regular subvention. The additional resources include 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 support 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 LSG, IRTP and mixed mode from the 2013/14 to 2017/18 school years is set out at Appendix 2. The tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students and the distribution of students under the 3-tier Intervention Model may change accordingly. For students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classrooms. Submission of information about these students to the EDB is not required. The distribution of public sector mainstream primary and secondary schools eligible for LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2013/14 to 2017/18 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 regular subvention from the 2013/14 to 2017/18 school years is set out at Appendix 5.

**Number of students with special educational needs studying in
public sector mainstream primary and secondary schools by school level and SEN type
from the 2013/14 to 2017/18 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
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
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430
	Secondary	11 460	830	3 280	5 860	170	70	340	370

Note:

Figures show the position as at September of the respective school year. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with Learning Support Grant to support students with mental illness. As at the date when the above statistics were compiled, schools had not yet submitted information about the respective students to the EDB. Hence, the figures shown in the table do not include the number of students with mental illness in public sector mainstream schools in the 2017/18 school year.

**Number of public sector mainstream primary and secondary schools with
provision of Learning Support Grant, Intensive Remedial Teaching Programme and mixed mode
from the 2013/14 to 2017/18 school years**

School Year	Learning Support Grant		Intensive Remedial Teaching Programme		Mixed Mode	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
2013/14	202	382	152	Not applicable	99	Not applicable
2014/15	202	383	148	Not applicable	102	Not applicable
2015/16	211	382	144	Not applicable	99	Not applicable
2016/17	212	382	140	Not applicable	102	Not applicable
2017/18	213	381	140	Not applicable	101	Not applicable

Note:

The EDB introduced the New Funding Mode (NFM) to public sector mainstream primary schools in the 2003/04 school year. Under the NFM, the EDB provides primary schools with 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.

**Distribution of public sector mainstream primary and secondary schools
eligible for Learning Support Grant
by number of students with special educational needs (SEN) requiring tier-2 support
from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-2 support	Number of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	17	1	7	0	2	1	2	9	1
1-10	18	107	15	92	15	81	11	57	41	50
11-20	35	65	28	72	26	72	26	77	23	67
21-30	53	33	47	41	35	49	26	56	19	57
31-40	62	38	56	27	55	27	47	27	47	34
41-50	66	22	68	31	63	22	62	26	57	30
51-60	44	27	52	31	51	25	62	19	65	21
61-70	16	29	23	17	33	21	37	25	41	21
71-80	3	11	10	21	19	25	22	25	28	14
81-90	3	11	3	16	7	17	9	15	10	23
91-100	0	10	1	8	4	13	8	18	8	18
Over 100	0	12	0	20	2	28	3	35	7	49

**Distribution of public sector mainstream primary and secondary schools
eligible for Learning Support Grant
by number of students with special educational needs (SEN) requiring tier-3 support
from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-3 support	Number of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	39	90	41	90	42	77	39	72	66	60
1-5	243	281	243	284	253	294	259	295	270	309
6-10	16	7	14	5	10	6	11	8	12	9
11-15	0	2	2	1	1	3	1	4	3	1
16-20	0	0	0	0	1	0	2	1	1	3
Over 20	3	2	4	3	3	2	2	2	3	3

**Expenditure on additional support and services provided for
students with special educational needs
in public sector mainstream schools
from the 2013/14 to 2017/18 school years
(on top of regular subvention)**

School Year	Expenditure (\$ million)
2013/14	1,075
2014/15	1,222
2015/16	1,310
2016/17	1,392
2017/18 (Revised estimate)	1,667

- End -

CONTROLLING OFFICER'S REPLY

EDB095

(Question Serial No. 0139)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the numbers of Primary 1 to 6 classes, places and students in government schools, aided schools, special schools, Direct Subsidy Scheme schools, private schools, English Schools Foundation schools and international schools for each of the 18 districts in Hong Kong from the 2015/16 to 2017/18 school years.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 40)

Reply:

The number of operating classes, places and students at each grade level of primary schools by district and school type from the 2015/16 to 2017/18 school years are set out at Appendix 1.

The number of approved classes, places and students of each type of special schools (primary section) from the 2015/16 to 2017/18 school years are set out at Appendix 2. Since the number of students who need to be admitted to special schools is relatively small, the planning and provision of special school places are not on a district basis. As such, providing corresponding figures by district is not meaningful. In addition, it is a common practice for special schools to adopt flexible groupings across grade levels and individual education plan to cater for the special educational needs of individual students. Therefore, presenting the number of classes by grade level (Primary 1 to Primary 6) cannot reflect the actual operation in special schools.

**Number of operating classes, places and students of primary schools by district, grade level and school type
from the 2015/16 to 2017/18 school years**

2015/16 school year

District	Grade	Government			Aided			Direct Subsidy Scheme (DSS)			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
Central & Western	P1	4	110	110	47	1 275	1 279	0	0	0	15	537	481	8	182	170	74	2 104	2 040
	P2	4	110	117	46	1 250	1 267	0	0	0	15	542	476	7	164	160	72	2 066	2 020
	P3	4	110	114	47	1 275	1 292	0	0	0	15	542	471	7	168	160	73	2 095	2 037
	P4	4	110	109	40	1 100	1 092	0	0	0	15	552	420	8	186	166	67	1 948	1 787
	P5	4	110	101	41	1 125	1 087	0	0	0	12	439	341	5	140	123	62	1 814	1 652
	P6	4	110	91	40	1 120	1 024	0	0	0	12	429	261	7	196	169	63	1 855	1 545
	All Grades	24	660	642	261	7 145	7 041	0	0	0	84	3 041	2 450	42	1 036	948	411	11 882	11 081
Wan Chai	P1	13	325	316	41	1 130	1 151	0	0	0	21	842	670	12	344	313	87	2 641	2 450
	P2	13	325	322	40	1 105	1 143	0	0	0	19	773	628	13	370	340	85	2 573	2 433
	P3	13	325	339	40	1 105	1 138	0	0	0	18	729	580	17	478	446	88	2 637	2 503
	P4	12	300	311	37	1 030	1 056	0	0	0	15	597	502	17	478	441	81	2 405	2 310
	P5	12	300	309	38	1 055	1 048	0	0	0	15	597	515	10	298	252	75	2 250	2 124
	P6	12	300	305	38	1 055	983	0	0	0	15	660	487	8	246	212	73	2 261	1 987
	All Grades	75	1 875	1 902	234	6 480	6 519	0	0	0	103	4 198	3 382	77	2 214	2 004	489	14 767	13 807
Eastern	P1	18	475	428	85	2 275	2 300	7	227	203	6	237	194	35	838	689	151	4 052	3 814
	P2	18	475	435	86	2 325	2 373	7	227	204	7	315	233	22	558	498	140	3 900	3 743
	P3	18	475	445	86	2 300	2 272	7	227	205	7	276	198	22	558	493	140	3 836	3 613
	P4	16	425	371	80	2 175	2 143	7	227	204	4	164	121	21	545	496	128	3 536	3 335
	P5	15	400	375	75	2 050	2 001	6	194	164	4	156	126	28	731	643	128	3 531	3 309
	P6	15	400	377	78	2 145	2 003	6	194	169	5	160	102	27	696	625	131	3 595	3 276
	All Grades	100	2 650	2 431	490	13 270	13 092	40	1 296	1 149	33	1 308	974	155	3 926	3 444	818	22 450	21 090

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Southern	P1	5	125	120	31	820	783	8	239	238	20	511	476	47	1 048	911	111	2 743	2 528
	P2	5	125	127	30	795	764	8	239	240	20	531	486	34	837	808	97	2 527	2 425
	P3	5	125	125	31	795	756	8	239	237	20	531	495	29	708	702	93	2 398	2 315
	P4	5	125	122	28	745	696	8	239	232	20	531	491	29	722	686	90	2 362	2 227
	P5	5	125	127	29	770	719	8	239	235	18	483	436	30	727	686	90	2 344	2 203
	P6	5	125	120	27	740	647	8	239	232	12	315	243	29	711	666	81	2 130	1 908
	All Grades	30	750	741	176	4 665	4 365	48	1 434	1 414	110	2 902	2 627	198	4 753	4 459	562	14 504	13 606
Yau Tsim Mong	P1	10	250	204	68	1 875	1 913	9	269	263	4	140	140	0	0	0	91	2 534	2 520
	P2	11	275	247	70	1 925	1 955	9	265	256	4	148	146	0	0	0	94	2 613	2 604
	P3	11	275	266	66	1 825	1 899	9	265	256	4	144	144	0	0	0	90	2 509	2 565
	P4	9	225	215	63	1 750	1 831	5	165	151	4	148	146	0	0	0	81	2 288	2 343
	P5	8	200	200	60	1 735	1 801	5	165	157	4	144	145	0	0	0	77	2 244	2 303
	P6	8	200	206	58	1 705	1 759	5	165	146	3	108	108	0	0	0	74	2 178	2 219
	All Grades	57	1 425	1 338	385	10 815	11 158	42	1 294	1 229	23	832	829	0	0	0	507	14 366	14 554
Sham Shui Po	P1	14	350	329	71	1 985	2 079	10	299	271	31	1 193	922	0	0	0	126	3 827	3 601
	P2	14	350	339	73	2 040	2 110	10	304	280	31	1 151	919	0	0	0	128	3 845	3 648
	P3	13	325	319	72	2 010	2 088	9	304	282	32	1 142	1 002	0	0	0	126	3 781	3 691
	P4	12	300	300	68	1 910	1 966	9	299	272	26	918	797	0	0	0	115	3 427	3 335
	P5	10	265	268	66	1 910	1 973	9	299	272	26	966	745	0	0	0	111	3 440	3 258
	P6	11	330	333	66	1 945	1 933	9	289	266	21	795	578	0	0	0	107	3 359	3 110
	All Grades	74	1 920	1 888	416	11 800	12 149	56	1 794	1 643	167	6 165	4 963	0	0	0	713	21 679	20 643

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Kowloon City	P1	18	450	481	99	2 655	2 703	9	282	285	42	1 777	1 326	31	819	745	199	5 983	5 540
	P2	18	450	481	101	2 680	2 749	9	282	290	43	1 783	1 326	28	745	661	199	5 940	5 507
	P3	18	450	477	95	2 580	2 673	9	282	294	45	1 895	1 386	28	746	686	195	5 953	5 516
	P4	18	450	477	92	2 505	2 603	9	282	291	43	1 808	1 261	29	754	714	191	5 799	5 346
	P5	18	450	470	90	2 430	2 489	9	282	277	40	1 677	1 190	28	728	678	185	5 567	5 104
	P6	18	450	467	87	2 390	2 347	9	282	251	35	1 456	1 018	25	653	596	174	5 231	4 679
	All Grades	108	2 700	2 853	564	15 240	15 564	54	1 692	1 688	248	10 396	7 507	169	4 445	4 080	1 143	34 473	31 692
Wong Tai Sin	P1	4	100	97	108	2 770	2 698	0	0	0	15	540	497	0	0	0	127	3 410	3 292
	P2	4	100	99	102	2 590	2 616	0	0	0	17	573	475	0	0	0	123	3 263	3 190
	P3	4	100	99	98	2 465	2 533	0	0	0	15	480	487	0	0	0	117	3 045	3 119
	P4	4	100	100	96	2 440	2 483	0	0	0	13	420	433	0	0	0	113	2 960	3 016
	P5	3	75	74	91	2 340	2 351	0	0	0	11	378	396	0	0	0	105	2 793	2 821
	P6	3	75	79	89	2 290	2 305	0	0	0	12	393	355	0	0	0	104	2 758	2 739
	All Grades	22	550	548	584	14 895	14 986	0	0	0	83	2 784	2 643	0	0	0	689	18 229	18 177
Kwun Tong	P1	9	225	230	136	3 525	3 543	5	135	127	3	135	126	7	156	154	160	4 176	4 180
	P2	9	270	262	133	3 915	3 811	5	135	131	3	135	114	7	156	156	157	4 611	4 474
	P3	9	225	226	140	3 620	3 785	5	135	132	3	135	108	7	156	158	164	4 271	4 409
	P4	9	225	226	136	3 520	3 666	5	135	130	3	135	115	6	134	136	159	4 149	4 273
	P5	9	225	225	136	3 545	3 619	4	108	107	3	135	92	6	134	131	158	4 147	4 174
	P6	9	225	227	134	3 465	3 578	4	80	71	3	135	94	5	112	115	155	4 017	4 085
	All Grades	54	1 395	1 396	815	21 590	22 002	28	728	698	18	810	649	38	848	850	953	25 371	25 595

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Sai Kung	P1	5	125	107	85	2 100	2 013	15	468	468	1	25	10	6	164	164	112	2 882	2 762
	P2	5	125	110	85	2 125	2 077	15	468	470	1	25	12	6	164	162	112	2 907	2 831
	P3	4	100	98	79	1 975	1 941	15	468	466	1	25	14	6	164	164	105	2 732	2 683
	P4	4	100	99	74	1 850	1 760	20	598	556	1	25	16	6	164	162	105	2 737	2 593
	P5	4	100	99	72	1 775	1 697	12	348	331	1	25	10	6	164	160	95	2 412	2 297
	P6	3	75	72	72	1 750	1 685	19	572	524	1	25	6	6	164	163	101	2 586	2 450
	All Grades	25	625	585	467	11 575	11 173	96	2 922	2 815	6	150	68	36	984	975	630	16 256	15 616
Sha Tin	P1	5	125	129	160	4 165	4 256	10	325	303	12	292	293	5	150	149	192	5 057	5 130
	P2	5	125	133	161	4 215	4 332	10	325	309	12	292	290	5	150	150	193	5 107	5 214
	P3	5	125	134	151	3 965	4 052	10	325	333	12	321	292	5	150	150	183	4 886	4 961
	P4	5	125	133	139	3 690	3 771	9	292	280	11	296	276	5	150	149	169	4 553	4 609
	P5	5	125	133	132	3 495	3 604	9	292	272	10	277	257	5	150	150	161	4 339	4 416
	P6	4	100	109	127	3 365	3 435	9	292	272	11	293	266	5	150	150	156	4 200	4 232
	All Grades	29	725	771	870	22 895	23 450	57	1 851	1 769	68	1 771	1 674	30	900	898	1 054	28 142	28 562
Tai Po	P1	5	150	148	71	2 130	2 259	0	0	0	0	0	0	8	253	205	84	2 533	2 612
	P2	5	150	147	73	2 190	2 267	0	0	0	0	0	0	7	233	190	85	2 573	2 604
	P3	8	200	197	78	1 995	2 067	0	0	0	0	0	0	7	233	197	93	2 428	2 461
	P4	6	150	149	75	1 920	1 962	0	0	0	0	0	0	7	233	162	88	2 303	2 273
	P5	3	75	74	65	1 670	1 704	0	0	0	0	0	0	7	212	149	75	1 957	1 927
	P6	2	50	50	62	1 595	1 618	0	0	0	0	0	0	6	188	128	70	1 833	1 796
	All Grades	29	775	765	424	11 500	11 877	0	0	0	0	0	0	42	1 352	1 031	495	13 627	13 673

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
North	P1	4	100	106	110	2 980	3 140	0	0	0	0	0	0	0	0	0	114	3 080	3 246
	P2	3	75	80	112	3 040	3 236	0	0	0	0	0	0	0	0	0	115	3 115	3 316
	P3	4	99	99	107	3 423	3 401	0	0	0	0	0	0	0	0	0	111	3 522	3 500
	P4	8	216	202	102	2 971	2 971	0	0	0	0	0	0	0	0	0	110	3 187	3 173
	P5	7	182	175	98	2 749	2 769	0	0	0	0	0	0	0	0	0	105	2 931	2 944
	P6	5	125	123	96	2 610	2 656	0	0	0	0	0	0	0	0	0	101	2 735	2 779
	All Grades	31	797	785	625	17 773	18 173	0	0	0	0	0	0	0	0	0	656	18 570	18 958
Yuen Long	P1	15	425	461	184	4 895	4 873	8	232	233	2	60	36	1	25	4	210	5 637	5 607
	P2	15	430	453	187	5 004	5 069	9	249	258	2	60	40	1	25	4	214	5 768	5 824
	P3	14	350	370	173	4 400	4 478	9	249	247	2	60	37	1	25	3	199	5 084	5 135
	P4	15	375	387	160	4 000	4 107	9	249	243	2	60	38	1	25	4	187	4 709	4 779
	P5	16	400	423	147	3 625	3 757	9	249	234	2	60	30	1	25	7	175	4 359	4 451
	P6	15	375	393	145	3 550	3 658	8	237	203	2	60	31	1	25	9	171	4 247	4 294
	All Grades	90	2 355	2 487	996	25 474	25 942	52	1 465	1 418	12	360	212	6	150	31	1 156	29 804	30 090
Tuen Mun	P1	4	100	105	152	3 840	3 932	4	132	132	1	45	16	3	66	66	164	4 183	4 251
	P2	4	100	106	154	3 920	3 886	4	132	132	1	45	12	4	88	88	167	4 285	4 224
	P3	4	100	105	145	3 615	3 664	4	132	132	1	45	7	3	72	72	157	3 964	3 980
	P4	4	100	101	127	3 245	3 278	4	132	121	1	45	11	4	96	96	140	3 618	3 607
	P5	4	100	101	116	2 940	2 966	4	132	122	1	45	15	3	72	72	128	3 289	3 276
	P6	4	100	102	110	2 800	2 687	4	132	116	2	45	10	4	96	97	124	3 173	3 012
	All Grades	24	600	620	804	20 360	20 413	24	792	755	7	270	71	21	490	491	880	22 512	22 350

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Tsuen Wan	P1	10	275	288	67	1 830	1 901	0	0	0	1	30	11	0	0	0	78	2 135	2 200
	P2	10	275	292	66	1 805	1 860	0	0	0	1	30	9	0	0	0	77	2 110	2 161
	P3	10	275	286	66	1 805	1 864	0	0	0	1	30	15	0	0	0	77	2 110	2 165
	P4	10	275	288	64	1 755	1 795	0	0	0	1	30	14	0	0	0	75	2 060	2 097
	P5	10	275	291	65	1 780	1 824	0	0	0	1	30	14	0	0	0	76	2 085	2 129
	P6	10	275	269	63	1 730	1 747	0	0	0	1	30	18	0	0	0	74	2 035	2 034
	All Grades	60	1 650	1 714	391	10 705	10 991	0	0	0	6	180	81	0	0	0	457	12 535	12 786
Kwai Tsing	P1	0	0	0	116	3 130	3 063	3	99	96	0	0	0	9	190	198	128	3 419	3 357
	P2	0	0	0	114	3 030	2 973	3	99	92	0	0	0	6	132	134	123	3 261	3 199
	P3	0	0	0	114	3 030	2 995	3	99	77	0	0	0	5	115	113	122	3 244	3 185
	P4	0	0	0	111	3 005	2 921	3	99	92	0	0	0	0	0	0	114	3 104	3 013
	P5	0	0	0	108	2 925	2 866	3	99	99	0	0	0	0	0	0	111	3 024	2 965
	P6	0	0	0	107	2 900	2 890	3	99	86	0	0	0	0	0	0	110	2 999	2 976
	All Grades	0	0	0	670	18 020	17 708	18	594	542	0	0	0	20	437	445	708	19 051	18 695
Islands	P1	0	0	0	39	955	852	0	0	0	8	217	191	7	163	147	54	1 335	1 190
	P2	0	0	0	37	830	789	0	0	0	7	185	152	6	144	128	50	1 159	1 069
	P3	0	0	0	36	855	813	0	0	0	7	179	153	6	144	127	49	1 178	1 093
	P4	0	0	0	35	880	812	0	0	0	7	173	149	6	148	126	48	1 201	1 087
	P5	0	0	0	37	905	836	0	0	0	6	153	128	6	148	128	49	1 206	1 092
	P6	0	0	0	38	950	835	0	0	0	3	90	90	6	148	127	47	1 188	1 052
	All Grades	0	0	0	222	5 375	4 937	0	0	0	38	997	863	37	895	783	297	7 267	6 583

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
All Districts	P1	143	3 710	3 659	1 670	44 335	44 738	88	2 707	2 619	182	6 581	5 389	179	4 398	3 915	2 262	61 731	60 320
	P2	143	3 760	3 750	1 670	44 784	45 277	89	2 725	2 662	183	6 588	5 318	146	3 766	3 479	2 231	61 623	60 486
	P3	144	3 659	3 699	1 624	43 038	43 711	88	2 725	2 661	183	6 534	5 389	143	3 717	3 471	2 182	59 673	58 931
	P4	141	3 601	3 590	1 527	40 491	40 913	88	2 717	2 572	166	5 902	4 790	139	3 635	3 338	2 061	56 346	55 203
	P5	133	3 407	3 445	1 466	38 824	39 111	78	2 407	2 270	154	5 565	4 440	135	3 529	3 179	1 966	53 732	52 445
	P6	128	3 315	3 323	1 437	38 105	37 790	84	2 581	2 336	138	4 994	3 667	129	3 385	3 057	1 916	52 380	50 173
	All Grades	832	21 452	21 466	9 394	249 577	251 540	515	15 862	15 120	1 006	36 164	28 993	871	22 430	20 439	12 618	345 485	337 558

Appendix 1 (Cont.)

2016/17 school year

District	Grade	Government			Aided			DSS			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
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

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
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

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
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

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
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

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
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

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
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

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
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

2017/18 school year

District	Grade	Government			Aided			DSS			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
Central & Western	P1	4	110	116	49	1 325	1 365	0	0	0	16	599	494	11	211	187	80	2 245	2 162
	P2	4	110	119	49	1 325	1 336	0	0	0	14	555	435	10	264	252	77	2 254	2 142
	P3	4	110	110	47	1 275	1 270	0	0	0	14	550	421	10	264	231	75	2 199	2 032
	P4	4	110	117	46	1 250	1 265	0	0	0	15	597	437	9	246	211	74	2 203	2 030
	P5	4	110	115	47	1 275	1 279	0	0	0	15	569	417	8	228	196	74	2 182	2 007
	P6	4	110	108	40	1 100	1 058	0	0	0	14	552	371	8	228	197	66	1 990	1 734
	All Grades	24	660	685	278	7 550	7 573	0	0	0	88	3 422	2 575	56	1 441	1 274	446	13 073	12 107
Wan Chai	P1	18	450	434	38	1 035	1 052	0	0	0	22	906	701	13	340	317	91	2 731	2 504
	P2	15	375	367	38	1 035	1 040	0	0	0	18	729	584	12	340	326	83	2 479	2 317
	P3	17	425	406	37	1 010	1 006	0	0	0	20	816	617	12	340	316	86	2 591	2 345
	P4	17	425	416	36	985	1 000	0	0	0	18	719	601	13	375	316	84	2 504	2 333
	P5	17	425	421	36	985	992	0	0	0	17	689	542	9	275	222	79	2 374	2 177
	P6	15	375	372	33	910	897	0	0	0	15	658	471	6	190	165	69	2 133	1 905
	All Grades	99	2 475	2 416	218	5 960	5 987	0	0	0	110	4 517	3 516	65	1 860	1 662	492	14 812	13 581
Eastern	P1	14	375	377	92	2 495	2 546	7	227	211	6	237	203	30	772	707	149	4 106	4 044
	P2	14	375	362	91	2 470	2 459	7	227	211	5	225	175	21	538	504	138	3 835	3 711
	P3	14	375	367	88	2 395	2 422	7	227	198	6	237	162	21	538	500	136	3 772	3 649
	P4	14	375	372	89	2 420	2 455	7	227	205	7	313	218	20	525	498	137	3 860	3 748
	P5	14	375	378	88	2 395	2 400	7	227	197	6	230	163	25	665	606	140	3 892	3 744
	P6	13	350	317	84	2 295	2 240	7	227	198	5	154	102	27	699	642	136	3 725	3 499
	All Grades	83	2 225	2 173	532	14 470	14 522	42	1 362	1 220	35	1 396	1 023	144	3 737	3 457	836	23 190	22 395

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Southern	P1	5	125	128	32	845	799	9	252	251	22	571	543	54	1 179	1 129	122	2 972	2 850
	P2	5	125	128	30	795	720	9	252	252	21	539	512	37	894	838	102	2 605	2 450
	P3	5	125	116	31	820	748	8	239	240	21	534	494	34	821	806	99	2 539	2 404
	P4	5	125	126	30	795	749	8	239	235	21	498	491	33	826	783	97	2 483	2 384
	P5	5	125	123	31	795	754	8	239	235	21	495	482	32	799	761	97	2 453	2 355
	P6	5	125	120	28	745	687	8	239	206	13	317	278	30	766	728	84	2 192	2 019
	All Grades	30	750	741	182	4 795	4 457	50	1 460	1 419	119	2 954	2 800	220	5 285	5 045	601	15 244	14 462
Yau Tsim Mong	P1	10	250	225	71	1 950	2 015	9	269	264	5	160	148	0	0	0	95	2 629	2 652
	P2	10	250	229	70	1 925	1 997	9	269	260	4	144	145	0	0	0	93	2 588	2 631
	P3	10	250	212	68	1 875	1 920	9	269	258	4	148	147	0	0	0	91	2 542	2 537
	P4	11	275	270	70	1 925	1 989	5	165	155	4	148	147	0	0	0	90	2 513	2 561
	P5	11	275	273	66	1 825	1 917	5	165	153	4	148	148	0	0	0	86	2 413	2 491
	P6	9	225	228	63	1 750	1 812	5	165	144	4	148	147	0	0	0	81	2 288	2 331
	All Grades	61	1 525	1 437	408	11 250	11 650	42	1 302	1 234	25	896	882	0	0	0	536	14 973	15 203
Sham Shui Po	P1	13	429	322	72	2 343	2 287	10	292	284	28	1 032	924	14	308	302	137	4 404	4 119
	P2	13	325	322	71	1 985	2 115	10	288	276	30	1 075	872	6	138	139	130	3 811	3 724
	P3	14	350	358	71	1 985	2 110	9	292	274	28	941	828	6	138	135	128	3 706	3 705
	P4	14	350	372	74	2 065	2 165	9	292	281	30	1 017	885	6	144	146	133	3 868	3 849
	P5	13	325	351	73	2 035	2 163	9	284	280	31	1 134	947	5	120	119	131	3 898	3 860
	P6	13	325	349	68	1 910	1 974	9	288	269	20	706	586	5	120	107	115	3 349	3 285
	All Grades	80	2 104	2 074	429	12 323	12 814	56	1 736	1 664	167	5 905	5 042	42	968	948	774	23 036	22 542

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Kowloon City	P1	18	485	520	103	2 934	3 018	9	282	282	50	2 062	1 488	34	886	826	214	6 649	6 134
	P2	18	450	478	103	2 805	2 905	9	282	292	47	1 849	1 366	28	730	679	205	6 116	5 720
	P3	18	450	477	107	2 905	2 994	9	282	294	44	1 777	1 317	28	725	650	206	6 139	5 732
	P4	18	450	476	110	2 975	3 088	9	282	296	41	1 648	1 296	26	700	653	204	6 055	5 809
	P5	18	450	476	106	2 850	2 952	9	282	293	46	1 753	1 359	25	675	641	204	6 010	5 721
	P6	18	450	469	103	2 775	2 836	9	282	282	42	1 630	1 228	24	661	606	196	5 798	5 421
	All Grades	108	2 735	2 896	632	17 244	17 793	54	1 692	1 739	270	10 719	8 054	164	4 377	4 055	1 228	36 767	34 537
Wong Tai Sin	P1	4	100	96	103	2 620	2 584	0	0	0	14	493	465	0	0	0	121	3 213	3 145
	P2	4	100	96	100	2 545	2 490	0	0	0	15	538	485	0	0	0	119	3 183	3 071
	P3	4	100	94	97	2 470	2 439	0	0	0	14	499	465	0	0	0	115	3 069	2 998
	P4	4	100	99	90	2 270	2 364	0	0	0	15	555	456	0	0	0	109	2 925	2 919
	P5	4	100	102	90	2 245	2 344	0	0	0	14	493	460	0	0	0	108	2 838	2 906
	P6	4	100	100	88	2 220	2 286	0	0	0	12	409	394	0	0	0	104	2 729	2 780
	All Grades	24	600	587	568	14 370	14 507	0	0	0	84	2 987	2 725	0	0	0	676	17 957	17 819
Kwun Tong	P1	9	225	243	150	3 945	4 020	5	132	132	3	135	124	7	166	157	174	4 603	4 676
	P2	9	225	235	135	3 520	3 601	5	132	129	3	135	112	7	166	161	159	4 178	4 238
	P3	9	225	237	139	3 630	3 749	5	132	130	3	135	119	7	166	160	163	4 288	4 395
	P4	9	270	272	136	3 995	4 059	5	132	130	3	135	96	7	166	166	160	4 698	4 723
	P5	9	225	240	146	3 790	3 990	5	132	128	3	135	103	7	166	161	170	4 448	4 622
	P6	9	225	235	141	3 660	3 820	5	132	126	3	135	109	7	166	164	165	4 318	4 454
	All Grades	54	1 395	1 462	847	22 540	23 239	30	792	775	18	810	663	42	996	969	991	26 533	27 108

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Sai Kung	P1	5	125	119	93	2 325	2 255	15	478	474	4	70	51	6	164	163	123	3 162	3 062
	P2	5	125	114	87	2 150	2 030	15	478	461	3	60	33	6	164	165	116	2 977	2 803
	P3	5	125	102	85	2 100	2 015	15	478	474	2	35	27	6	164	164	113	2 902	2 782
	P4	5	125	114	85	2 125	2 086	20	582	571	3	60	33	6	164	165	119	3 056	2 969
	P5	4	100	99	79	1 975	1 959	13	384	363	3	65	33	6	164	162	105	2 688	2 616
	P6	4	100	100	74	1 850	1 766	20	608	553	2	50	23	6	164	160	106	2 772	2 602
	All Grades	28	700	648	503	12 525	12 111	98	3 008	2 896	17	340	200	36	984	979	682	17 557	16 834
Sha Tin	P1	5	125	130	172	4 968	4 999	10	325	324	12	298	298	5	150	149	204	5 866	5 900
	P2	4	100	108	164	4 315	4 539	10	325	322	12	298	298	5	150	150	195	5 188	5 417
	P3	5	125	134	161	4 240	4 444	10	325	322	12	292	291	5	150	150	193	5 132	5 341
	P4	5	125	135	162	4 265	4 499	10	325	314	11	296	280	5	150	149	193	5 161	5 377
	P5	5	125	135	152	3 990	4 199	10	325	321	11	302	279	5	150	150	183	4 892	5 084
	P6	5	125	135	141	3 740	3 821	9	292	280	11	293	277	5	150	150	171	4 600	4 663
	All Grades	29	725	777	952	25 518	26 501	59	1 917	1 883	69	1 779	1 723	30	900	898	1 139	30 839	31 782
Tai Po	P1	4	132	136	74	2 442	2 505	0	0	0	4	128	100	14	387	305	96	3 089	3 046
	P2	5	160	164	72	2 304	2 431	0	0	0	4	128	101	9	289	218	90	2 881	2 914
	P3	5	150	156	71	2 130	2 247	0	0	0	2	64	27	8	265	199	86	2 609	2 629
	P4	5	150	155	73	2 190	2 318	0	0	0	1	32	32	8	265	193	87	2 637	2 698
	P5	7	175	182	78	1 995	2 090	0	0	0	0	0	0	8	265	177	93	2 435	2 449
	P6	5	125	143	75	1 920	1 968	0	0	0	0	0	0	7	220	145	87	2 265	2 256
	All Grades	31	892	936	443	12 981	13 559	0	0	0	11	352	260	54	1 691	1 237	539	15 916	15 992

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
North	P1	7	196	191	109	3 255	3 409	0	0	0	0	0	0	0	0	0	116	3 451	3 600
	P2	5	140	134	106	3 171	3 290	0	0	0	0	0	0	0	0	0	111	3 311	3 424
	P3	4	100	102	111	3 005	3 152	0	0	0	0	0	0	0	0	0	115	3 105	3 254
	P4	3	75	77	112	3 040	3 196	0	0	0	0	0	0	0	0	0	115	3 115	3 273
	P5	4	99	99	107	3 428	3 400	0	0	0	0	0	0	0	0	0	111	3 527	3 499
	P6	8	216	204	102	2 971	2 948	0	0	0	0	0	0	0	0	0	110	3 187	3 152
	All Grades	31	826	807	647	18 870	19 395	0	0	0	0	0	0	0	0	0	678	19 696	20 202
Yuen Long	P1	16	483	510	183	5 035	5 111	9	259	255	6	236	136	1	25	2	215	6 038	6 014
	P2	15	430	449	183	4 921	4 969	8	241	229	7	280	158	0	0	0	213	5 872	5 805
	P3	15	425	459	181	4 845	4 873	8	241	230	2	60	40	1	25	2	207	5 596	5 604
	P4	15	430	455	190	5 004	5 084	9	259	256	2	60	40	1	25	2	217	5 778	5 837
	P5	14	350	367	178	4 450	4 570	9	259	243	2	60	36	1	25	3	204	5 144	5 219
	P6	15	375	389	161	4 025	4 133	9	259	236	2	60	36	1	25	7	188	4 744	4 801
	All Grades	90	2 493	2 629	1 076	28 280	28 740	52	1 518	1 449	21	756	446	5	125	16	1 244	33 172	33 280
Tuen Mun	P1	4	100	105	150	4 015	4 095	4	132	132	1	45	14	4	88	88	163	4 380	4 434
	P2	4	100	104	148	3 770	3 809	4	132	131	1	45	17	4	96	95	161	4 143	4 156
	P3	4	100	101	149	3 790	3 828	4	132	129	1	45	11	3	72	71	161	4 139	4 140
	P4	4	100	102	153	3 920	3 834	4	132	132	1	45	7	4	96	96	166	4 293	4 171
	P5	4	100	102	145	3 615	3 663	4	132	129	1	45	15	3	72	72	157	3 964	3 981
	P6	4	100	99	129	3 245	3 283	4	132	121	1	30	4	6	120	121	144	3 627	3 628
	All Grades	24	600	613	874	22 355	22 512	24	792	774	6	255	68	24	544	543	952	24 546	24 510

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
Tsuen Wan	P1	10	300	313	72	2 085	2 096	0	0	0	1	30	11	0	0	0	83	2 415	2 420
	P2	10	275	286	70	1 905	1 946	0	0	0	1	30	14	0	0	0	81	2 210	2 246
	P3	10	275	288	67	1 830	1 902	0	0	0	1	30	20	0	0	0	78	2 135	2 210
	P4	10	275	285	67	1 830	1 912	0	0	0	1	30	12	0	0	0	78	2 135	2 209
	P5	10	275	284	68	1 855	1 916	0	0	0	1	30	18	0	0	0	79	2 160	2 218
	P6	10	275	281	65	1 780	1 821	0	0	0	1	30	16	0	0	0	76	2 085	2 118
	All Grades	60	1 675	1 737	409	11 285	11 593	0	0	0	6	180	91	0	0	0	475	13 140	13 421
Kwai Tsing	P1	0	0	0	128	3 380	3 371	3	99	85	0	0	0	0	0	0	131	3 479	3 456
	P2	0	0	0	119	3 205	3 140	3	99	99	0	0	0	0	0	0	122	3 304	3 239
	P3	0	0	0	116	3 130	3 103	3	99	97	0	0	0	0	0	0	119	3 229	3 200
	P4	0	0	0	113	3 030	3 070	3	99	88	0	0	0	0	0	0	116	3 129	3 158
	P5	0	0	0	113	3 030	3 066	3	99	83	0	0	0	0	0	0	116	3 129	3 149
	P6	0	0	0	111	3 005	2 992	3	99	85	0	0	0	0	0	0	114	3 104	3 077
	All Grades	0	0	0	700	18 780	18 742	18	594	537	0	0	0	0	0	0	718	19 374	19 279
Islands	P1	0	0	0	47	1 130	999	0	0	0	10	242	222	7	165	162	64	1 537	1 383
	P2	0	0	0	41	1 030	925	0	0	0	9	214	213	6	146	147	56	1 390	1 285
	P3	0	0	0	38	955	843	0	0	0	7	185	172	6	140	139	51	1 280	1 154
	P4	0	0	0	35	830	775	0	0	0	6	153	150	6	148	125	47	1 131	1 050
	P5	0	0	0	36	855	809	0	0	0	5	147	143	6	148	128	47	1 150	1 080
	P6	0	0	0	35	880	793	0	0	0	4	125	122	6	148	128	45	1 153	1 043
	All Grades	0	0	0	232	5 680	5 144	0	0	0	41	1 066	1 022	37	895	829	310	7 641	6 995

Appendix 1 (Cont.)

District	Grade	Government			Aided			DSS			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
All Districts	P1	146	4 010	3 965	1 738	48 127	48 526	90	2 747	2 694	204	7 244	5 922	200	4 841	4 494	2 378	66 969	65 601
	P2	140	3 665	3 695	1 677	45 176	45 742	89	2 725	2 662	194	6 844	5 520	151	3 915	3 674	2 250	62 325	61 293
	P3	143	3 710	3 719	1 664	44 390	45 065	87	2 716	2 646	181	6 348	5 158	147	3 808	3 523	2 222	60 972	60 111
	P4	143	3 760	3 843	1 671	44 914	45 908	89	2 734	2 663	179	6 306	5 181	144	3 830	3 503	2 226	61 544	61 098
	P5	143	3 634	3 747	1 639	43 388	44 463	82	2 528	2 425	180	6 295	5 145	140	3 752	3 398	2 184	59 597	59 178
	P6	141	3 601	3 649	1 541	40 781	41 135	88	2 723	2 500	149	5 297	4 164	138	3 657	3 320	2 057	56 059	54 768
	All Grades	856	22 380	22 618	9 930	266 776	270 839	525	16 173	15 590	1 087	38 334	31 090	919	23 803	21 912	13 317	367 466	362 049

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

(2) Figures refer to the position as at September of the respective years.

(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.

Number of approved classes, places and students of each type of special schools (primary section) from the 2015/16 to 2017/18 school years

School Type	2015/16 ^{Note1}			2016/17 ^{Note1}			2017/18 ^{Note1}		
	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students
Visual Impairment	8	99	57	8	96	61	8	93	57
Hearing Impairment	4	40	20	4	40	25	4	40	25
Physical Disability	39	390	334	39	390	350	42	420	359
Mild Intellectual Disability ^{Note 2}	96	1 440	1 318	96	1 440	1 375	97	1 455	1 447
Moderate Intellectual Disability ^{Note 2,3}	91	910	879	98	980	918	101	1 010	992
Severe Intellectual Disability ^{Note 3}	45	360	318	45	360	330	47	376	353
School for Social Development	19	276	175	20	282	155	21	273	183
Hospital School ^{Note 4}	23	226	236	23	226	209	23	226	194

Note

1. Figures refer to the position as at September of the respective school years.
2. The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the schools for children with MiID and children with MoID (i.e. 7 schools in the 2015/16 school year and 5 schools in the 2016/17 and 2017/18 school years).
3. In the 2017/18 school year, 1 school for children with severe intellectual disability is operating a pilot class in their primary section for children with MoID.
4. The Hospital School operates classes at 18 hospitals.

- End -

CONTROLLING OFFICER'S REPLY**EDB096****(Question Serial No. 0140)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (1) Director of Bureau's Office, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(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 2 years (the 2016/17 and 2017/18 school years) and the coming year (the 2018/19 school year), 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 number, contents, objectives of and respective expenditure involved for all meetings between the Education Bureau and the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region (Liaison Office) and Mainland officials in the past 2 years (the 2016/17 and 2017/18 school years); and

(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 and overseas countries in the past 2 years (the 2016/17 and 2017/18 school years).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 41)

Reply:

Part (a)

By cross-boundary projects or programmes in which the Education Bureau (EDB) collaborated with Mainland departments, we refer to those projects/programmes with direct involvement of both EDB and Mainland departments. The manpower and expenditures involved in these projects in the past 2 school years (the 2016/17 and 2017/18 school years) and the coming year (the 2018/19 school year) are at Annex A and Annex B respectively.

Part (b)

EDB maintains necessary working relationships with the central and provincial/municipal authorities in the Mainland, as well as offices of the Central People's Government in the HKSAR to ensure effective exchanges. There is no separate establishment or account for this daily operational work.

Part (c)

The details and expenditure on duty visits outside Hong Kong made by EDB officials are as below:

School Year	Mainland			Overseas		
	No. of Visits	No. of Officials	Expenditure (\$'000)	No. of Visits	No. of Officials	Expenditure (\$'000)
2016/17	164	391	2,522	39	100	2,664
2017/18 (As at 8 March 2018)	70	139	1,024	18	46	1,289

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 educational fronts and attend international conferences on education issues.

**Cross-boundary projects or programmes in which EDB collaborated with
Mainland departments in the 2016/17 and 2017/18 school years**

2016/17

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 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 Panel on Education of the Legislative Council.	NA	NA	18.1*
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 Mainland teachers serving in schools in Guangdong and Shenzhen.	Department of Education, Guangdong Province Shenzhen Education Bureau	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 Panel on Education of the Legislative Council.	NA	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 names of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Guangdong- Hong Kong Sister School Scheme	<p>The Scheme aims at enhancing the communication and collaboration between schools in Guangdong and Hong Kong.</p> <p>Each sister school pair formulates and carries out its own exchange activities. Other programmes aimed at networking sister schools will also be organised.</p>	<p>Department of Education, Guangdong Province</p> <p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Education Bureau</p> <p>Zhongshan Municipal Education Bureau</p> <p>Other Municipal Education Bureaux as and when required.</p>	Completed	<p>Letters were issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme.</p> <p>Schools joining the Guangdong-Hong Kong Sister School Scheme were invited by EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.</p>	<p>The Hong Kong Federation of Education Workers</p> <p>Hong Kong-Beijing Management Promotion Centre Limited</p>	NA	<p>Included in the commissioned service: 0.62*</p> <p>Other ad-hoc exchange activities aimed at networking sister schools at a total contract sum of 0.71*</p>
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate years aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate student and teacher participants via school circular.	NA	NA	1.0*
Mainland Exchange Programme for Student Leaders	The Programme aims at broadening participants' horizons, deepening their understanding of national affairs and development, and enhancing their leadership skills.	Ministry of Education	Completed	Schools were invited to nominate student and teacher participants via school circular.	Hong Kong-Beijing Tourist Agency Limited	NA	2.6*

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 the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
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	Letters were issued to education workers inviting them to join the Programme.	Yazhou Travel Service Ltd.	NA	0.7*
Commemoration of the 150 th Anniversary of Dr SUN Yat-sen’s Birthday cum National Defense Education Experience Camp	The Programme aims at enhancing students’ understanding of 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.	Zhongshan Hong Kong and Macao Affairs Bureau	Completed	Schools were invited to nominate student and teacher participants via school circular.	The Hong Kong Federation of Education Workers	NA	0.1*
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing the leadership skills 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 from primary school principals.	NA	NA	0.8*

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 names of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership skills 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 from secondary school principals.	NA	NA	0.44*
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 from Putonghua teachers.	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 pedagogy of 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 Polytechnic University of Hong Kong	NA	1.3*
Shenzhen-Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Shenzhen and Hong Kong.	Shenzhen Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA	NA* (Expenditure was borne by Shenzhen)

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 the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Exchange Programme between Primary and Secondary 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.	Education Bureau of Foshan City, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite teachers to participate.	Yazhou Travel Service Ltd.	NA	0.06*
Exchange Programme between Teachers from Hong Kong Government Schools and Beijing	The Programme aims at encouraging Hong Kong teachers in government schools to enhance the sharing of educational knowledge with outstanding teachers in the Mainland, and to gather experience on lesson observation, evaluation, teaching research, etc.	Educational Committee of Haidian District, Beijing	Teachers from Hong Kong government schools visited Haidian District, Beijing from late November to early December 2016; and the return visit by teachers of Haidian District was conducted in December 2017.	The Programme is for government school teachers. Principals informed teachers of the Programme details and made nomination.	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 names 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 (Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 84 Mainland institutions participated in the Scheme in the 2016/17 academic year.	Ministry of Education and some Mainland higher education 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

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 the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting needy Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was first launched in the 2014/15 academic year and it is an on-going initiative. An enhancement measure of the Scheme has been implemented from the 2016/17 academic year. All financially needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channel of their admission to the institutions, could benefit from the initiative.	EDB issued press releases and made announcements in the official website to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	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 names of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Mainland-Hong Kong Curriculum Exchange Meeting	The meeting aims at strengthening the exchange between the Mainland and Hong Kong on 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 10 th 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 the Curriculum Development Council (CDC) and its related committees, and their counterparts in the Mainland. Details were reported in CDC meeting.	NA	NA	0.06*
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	Completed	The course was announced through the Training Calendar System of EDB to invite applications from primary and secondary school teachers.	NA	NA	0.03*

* Manpower is subsumed under the departmental expenditure of EDB.

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 commenced in August 2017 and will be completed in August 2018.	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 Panel on Education of the Legislative Council.	NA	NA	17.7*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Guangdong and Dongguan.	Department of Education, Guangdong Province The Education Bureau of Dongguan	The programme commenced in March 2018 and will be completed in June 2018.	The content and purpose of the Programme were announced to schools via school circular. Part of the expenditure of this Programme in the 2017/18 school year is funded by the Education Development Fund, details of which will be reported to the Panel on Education of the Legislative Council.	NA	NA	0.8*

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)
Guangdong-Hong Kong Sister School Scheme	<p>The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.</p> <p>Each sister school pair formulates and carries out its own exchange programmes. Other programmes aimed at networking sister schools will also be organised.</p>	<p>Department of Education, Guangdong Province</p> <p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Education Bureau</p> <p>Shantou Municipal Education Bureau</p> <p>Other Municipal Education Bureaux as and when required.</p>	Ongoing	<p>Letters were issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme.</p> <p>Schools joining the Guangdong-Hong Kong Sister School Scheme were invited by EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.</p>	<p>Hong Kong Federation of Education</p> <p>Apollo Production Limited</p>	NA	<p>Included in the commissioned service: 0.58*</p> <p>Other ad-hoc exchange activities aimed at networking sister schools at a total contract sum of 1.64*</p>
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	The Programme will be conducted in July 2018.	Schools will be invited to nominate student and teacher participants via school circular.	Hong Kong-Beijing Tourist Agency Limited	NA	0.4*
Mainland Exchange Programme for Student Leaders	The Programme aims at broadening participants' horizons, enhance their understanding of our country and its development, as well as strengthen their understanding of the attributes leaders should possess.	Ministry of Education	The first tour was completed in December 2017 and the second tour will be conducted in April 2018.	Schools were invited to nominate student and teacher participants via school circular.	Overseas Travel Company Limited	NA	1.9*

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)
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	Letters were issued to invite education workers to join the Programme.	Yazhou Travel Service Ltd.	NA	0.7*
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.	Chinese Academy of Governance	The Programme will be conducted in May 2018.	The Programme was announced through the Training Calendar System of EDB to invite applications from primary school principals.	NA	NA	0.42*
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.	Chinese Academy of Governance	The Programme will be conducted in May 2018.	The Programme was announced through the Training Calendar System of EDB to invite applications from secondary school principals.	NA	NA	0.98*
Mainland-Hong Kong Principals Exchange & Collaboration Programme	The Programme aims at enabling the principals in Hong Kong and the Mainland to learn from each other and enhance their leadership capabilities through professional exchange and experience sharing.	Beijing International Education Communication Centre	The first phase of the Programme was completed. The second phase of the Programme will commence in May 2018.	The Programme was announced through the Training Calendar System of EDB to invite principals of primary and secondary schools to participate.	(Commissioned service provider of the first phase: Hong Kong-Beijing Tourist Agency Ltd.; Commissioned service provider of the second phase: to be confirmed)	NA	0.56*

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)
Shenzhen–Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen 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	0.34*
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 2017 and will be completed in April 2018.	The Programme was announced through the Training Calendar System of EDB to invite applications from Putonghua teachers.	NA	NA	0.16*
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	The Programme will be conducted in July 2018.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	Local teacher education institution to be commissioned by the EDB through a quotation exercise.	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)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (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. 90 Mainland institutions participated in the Scheme in the 2017/18 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	4.1

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 University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was first launched in the 2014/15 academic year. It is an on-going initiative. In addition to the means- tested subsidy, a non-means- tested subsidy is introduced under MUSSS starting from the 2017/18 academic year.	EDB issued press releases and made announcements in the official website to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	Around 37
Mainland-Hong Kong Curriculum Exchange Meeting	The meeting aims at strengthening the exchange between the Mainland and Hong Kong on 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.	The meeting, which is for professional discussion on curriculum development matters, will comprise mainly members from the Curriculum Development Council (CDC) and its related committees, and their counterparts in the Mainland. Details will be reported in CDC meeting.	To be commissioned	NA	0.23*

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)
Zhejiang-Hong Kong Exchange Activities	Conduct professional exchange between Zhejiang and Hong Kong on promoting science and STEM education.	Department of Education, Zhejiang Province	Completed	Letters were issued to schools for nomination of teacher participants.	Yazhou Travel Service Ltd.	NA	0.07*
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course is expected to be conducted from July to August 2018.	The course will be announced through the Training Calendar System of EDB to invite applications from primary and secondary school teachers.	NA	NA	0.04*

* Manpower is subsumed under the departmental expenditure of EDB

Cross-boundary projects or programmes in which EDB will collaborate with Mainland departments in the 2018/19 school year

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 2018 and will be completed in July 2019.	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 Panel on Education of the Legislative Council.	NA	NA	17.1*
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 Guangdong and Shenzhen.	Department of Education, Guangdong Province Shenzhen Education Bureau	The programme will commence in September 2018 and will be completed in December 2018.	The content and purpose of the Programme were announced to schools via school circular. Part of the expenditure of this Programme in the 2018/19 school year is funded by the Education Development Fund, details of which will be reported to the Panel on Education of the Legislative Council.	NA	NA	0.7*

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)
Guangdong- Hong Kong Sister School Scheme	<p>The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.</p> <p>Each sister school pair formulates and carries out its own exchange programmes. Other programmes aimed at networking sister schools will also be organised.</p>	<p>Department of Education, Guangdong Province</p> <p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Education Bureau</p> <p>Other Municipal Education Bureaux as and when required.</p>	Ongoing	<p>Letters will be issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme.</p> <p>Schools joining the Guangdong-Hong Kong Sister School Scheme will be invited by EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.</p>	<p>Hong Kong Federation of Education</p> <p>The activities in the 2018/19 school year will be commissioned.</p>	NA	<p>Included in the commissioned service: 0.49 (only the estimated expenditure in the 2018/19 school year for the activities in the 2017/18 school year)*</p> <p>Other service requirements are being reviewed</p>
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	The Programme will be conducted in July 2019.	Schools will be invited to nominate student and teacher participants via school circular.	NA	NA	0.6*
Mainland Exchange Programme for Student Leaders	The Programme aims at broadening participants' horizons, enhance their 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 December 2018 and April 2019.	Schools will be invited to nominate student and teacher participants via school circular.	Overseas Travel Company Limited	NA	2.5*

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)
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	The Programme will be conducted in October 2018.	Letters will be issued to invite education workers to join the Programme.	To be commissioned	NA	0.6*
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.	Chinese Academy of Governance	The Programme will be conducted from April to May 2019.	The Programme will be announced through the Training Calendar System of EDB to invite applications from primary school principals.	NA	NA	0.42*
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.	Chinese Academy of Governance	The Programme will be conducted from April to May 2019.	The Programme will be announced through the Training Calendar System of EDB to invite applications from secondary school principals.	NA	NA	0.98*
Shenzhen– Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Education Bureau	The Forum is expected to be held in December 2018.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA	NA (Expenditure will be borne by Shenzhen)

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)
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 2018 and will be completed in April 2019.	The Programme will be announced through the Training Calendar System of EDB to invite applications from Putonghua teachers.	NA	NA	0.16*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	The Programme will be conducted in July 2019.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	Local teacher education institution to be commissioned by the EDB through a quotation exercise.	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)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (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. 102 Mainland institutions will participate in the Scheme in the 2018/19 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 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 at supporting eligible Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was first launched in the 2014/15 academic year. It is an on-going initiative. Both the means-tested subsidy and non-means-tested subsidy will continue to be provided in the 2018/19 academic year.	EDB will issue press releases and make announcements in the official website to promote the Scheme.	<p>The Working Family and Student Financial Assistance Agency</p> <p>Commissioned service: the commissioned service provider will be engaged in the third quarter of 2018.</p>	NA	Expenditure is subject to the number of new 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)
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course is expected to be conducted from July to August 2019.	The course will be announced through the Training Calendar System of EDB to invite applications from primary and secondary school teachers.	NA	NA	0.04*
Exchange Programme between Teachers from Hong Kong Government Schools and Beijing	The Programme aims at encouraging Hong Kong teachers in government schools to enhance the sharing of educational knowledge with outstanding teachers in the Mainland, and to gather experience on lesson observation, evaluation, teaching research, etc.	Educational Committee of Haidian District, Beijing	The Programme was first launched in the 2016/17 school year. Teachers of government schools in Hong Kong are scheduled to visit Haidian District of Beijing in March 2019.	The programme is for government school teachers. Principals have informed teachers of the programme details and made nominations.	NA	NA	0.48*

* Manpower is subsumed under the departmental expenditure of EDB

- End -

CONTROLLING OFFICER'S REPLY

EDB097

(Question Serial No. 0141)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to paragraph 119 of the Budget Speech, it is proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning.

Please provide the details of the proposed or conceived funding projects, including the funding distribution, eligibility criteria and expenditure period. Also, is this \$2 billion expenditure overlapped with the \$5 billion recurrent expenditure pledged by the current-term Government upon its taking office? When will be the \$1.4 billion funding yet to be raised submitted to the LegCo? Given that the school year will commence in September (i.e. less than half a year from now) and it will be preceded by a summer holiday which is more than a month, how can the Government provide the funding to the education sector as soon as possible and benefit the 2019/2020 school year?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 42)

Reply:

Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion had been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning. In working out the priority of the various initiatives and their implementation details, including the timetable, the Education Bureau will continue to engage stakeholders in the education sector and take into account the views of various professional groups responsible for reviewing different education policies in accordance with the principle of "Led by Professionals".

- End -

CONTROLLING OFFICER'S REPLY

EDB098

(Question Serial No. 0142)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated in paragraph 124 of the Budget Speech, to cater for students with care needs, the Government will increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. The additional annual expenditure is expected to be around \$26 million. Please give details of the provisions and a breakdown of expenditure.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 43)

Reply:

Starting from the 2018/19 school year, the Education Bureau will provide an additional school nurse to schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the school nurse provision will be expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools will each have a school nurse to strengthen their support for students with care needs. It is expected that the above will involve an additional provision of 51 school nurses and an estimated additional annual expenditure of around \$26 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 0143)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 126 of the Budget Speech that as the Hong Kong Jockey Club Life-wide Learning Fund is coming to an end, the Government will earmark \$2.5 billion to set up a new Student Activities Support Fund. The Fund will continue to provide support for students with financial needs to participate in life-wide learning activities for whole-person development.

Please provide the details of the funding projects concerned and a breakdown of expenditure involved; please advise whether the \$2 billion is a seed capital and whether the Government will consider funding the projects through interests only.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 44)

Reply:

As the Hong Kong Jockey Club Life-wide Learning Fund is coming to an end, the Government has earmarked \$2.5 billion to set up a new Student Activities Support Fund (SAS Fund) to continue to provide support for students with financial needs to participate in life-wide learning activities. The investment income of the SAS Fund will be used to subsidise public sector and Direct Subsidy Scheme schools in providing support for primary and secondary students with financial needs to participate in life-wide learning activities organised or recognised by the schools with a view to promoting whole-person development. The mode of operation of the SAS Fund will mainly make reference to the current practices of the Hong Kong Jockey Club Life-wide Learning Fund. The initial plan is that the amount of provision for each school will be calculated based on the number of its students receiving the Comprehensive Social Security Assistance and the number of those on full grant under the School Textbook Assistance Scheme. There will be two different subsidy rates for primary and secondary students respectively in the calculation of the subsidy. We are currently formulating the operational details of the SAS Fund, and will consult the Legislative Council in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB100

(Question Serial No. 0144)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the existing programmes in connection with after-school learning and support provided for students and the funding from the 2015/16 to 2017/18 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; and
- (b) a breakdown of the content of the various support programmes, number of participating schools, number of students receiving CSSA, full grant or half grant and their related percentage shares by school year.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 45)

Reply:

Public sector schools are provided with various types of subsidies 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, 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 utilisation 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 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.).

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 2015/16 to 2017/18 school years are at Annexes A to C respectively.

The provision and number of participating schools/NGOs and students of the above programmes and their related percentage shares by district from the 2015/16 to 2017/18 school years are at Annexes D to F respectively.

**Number of Students in Receipt of Comprehensive Social Security Assistance (CSSA), Full Grant and Half Grant and
Respective Percentage Shares 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. 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 Shares among Total Number of Students by District
in the 2016/17 school year**

District	Full grant		Half grant		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	1 229	6.5%	1 090	5.8%	364	N.A. ¹
Eastern	6 597	17.5%	4 765	12.6%	2 252	N.A. ¹
Islands	2 171	20.2%	1 837	17.1%	1 750	N.A. ¹
Southern	2 672	16.4%	2 389	14.7%	1 110	N.A. ¹
Wan Chai	1 682	7.3%	1 325	5.8%	166	N.A. ¹
Kowloon City	8 075	14.4%	5 440	9.7%	2 917	N.A. ¹
Kwun Tong	13 060	25.7%	8 595	16.9%	8 027	N.A. ¹
Sai Kung	5 577	16.8%	4 510	13.6%	1 735	N.A. ¹
Sham Shui Po	8 365	20.7%	4 688	11.6%	4 774	N.A. ¹
Wong Tai Sin	6 719	20.1%	4 253	12.7%	4 078	N.A. ¹
Yau Tsim Mong	4 497	16.3%	2 597	9.4%	1 476	N.A. ¹
North	11 327	32.5%	4 053	11.6%	3 154	N.A. ¹
Sha Tin	9 639	16.7%	6 656	11.5%	4 101	N.A. ¹
Tai Po	6 146	23.1%	3 067	11.5%	1 648	N.A. ¹
Kwai Tsing	10 783	26.4%	7 251	17.8%	5 280	N.A. ¹
Tsuen Wan	4 579	19.9%	2 932	12.8%	1 544	N.A. ¹
Tuen Mun	10 324	22.9%	6 583	14.6%	3 470	N.A. ¹
Yuen Long	14 620	24.3%	8 223	13.7%	7 313	N.A. ¹
Total	128 062	20.1%	80 254	12.6%	55 159	N.A.¹

1. 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 Shares among Total Number of Students by District
in the 2017/18 school year**

District	Full grant (as at 31 January 2018)		Half grant (as at 31 January 2018)		CSSA (as at the end of December 2017) (preliminary figures)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 076	N.A. ¹	966	N.A. ¹	341	N.A. ²
Eastern	5 909	N.A. ¹	4 407	N.A. ¹	1 964	N.A. ²
Islands	2 002	N.A. ¹	1 596	N.A. ¹	1 422	N.A. ²
Southern	1 814	N.A. ¹	1 639	N.A. ¹	985	N.A. ²
Wan Chai	1 315	N.A. ¹	1 139	N.A. ¹	155	N.A. ²
Kowloon City	7 831	N.A. ¹	5 239	N.A. ¹	2 657	N.A. ²
Kwun Tong	12 886	N.A. ¹	8 444	N.A. ¹	7 144	N.A. ²
Sai Kung	4 180	N.A. ¹	4 902	N.A. ¹	1 436	N.A. ²
Sham Shui Po	7 654	N.A. ¹	4 424	N.A. ¹	4 153	N.A. ²
Wong Tai Sin	6 386	N.A. ¹	3 984	N.A. ¹	3 487	N.A. ²
Yau Tsim Mong	4 191	N.A. ¹	2 417	N.A. ¹	1 379	N.A. ²
North	11 364	N.A. ¹	3 868	N.A. ¹	2 673	N.A. ²
Sha Tin	9 639	N.A. ¹	6 643	N.A. ¹	3 834	N.A. ²
Tai Po	6 417	N.A. ¹	3 101	N.A. ¹	1 493	N.A. ²
Kwai Tsing	10 227	N.A. ¹	6 873	N.A. ¹	4 451	N.A. ²
Tsuen Wan	4 262	N.A. ¹	2 913	N.A. ¹	1 282	N.A. ²
Tuen Mun	9 924	N.A. ¹	6 259	N.A. ¹	2 854	N.A. ²
Yuen Long	14 182	N.A. ¹	8 090	N.A. ¹	6 113	N.A. ²
Total	121 259	N.A.¹	76 904	N.A.¹	47 823	N.A.²

1. As the latest data on full grant and half grant is as at 31 January 2018 while the student population is based on the 2017/18 school year, the corresponding percentage share cannot be worked out at present.
2. 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, Number of Participating Schools/NGOs and Students and Related Percentage Shares 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 Programmes (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	2,148	21	5	1 490	96.8%	430	N.A. ⁵	987	26	1 340	87.1%	200	N.A. ⁵
Eastern	9,940	52	15	5 900	91.0%	2 550	N.A. ⁵	4,349	63	4 510	69.6%	1 470	N.A. ⁵
Islands	4,684	26	8	2 190	95.4%	1 570	N.A. ⁵	1,706	24	2 000	87.1%	950	N.A. ⁵
Southern	5,409	30	7	2 650	99.4%	1 310	N.A. ⁵	2,007	32	1 730	64.9%	600	N.A. ⁵
Wan Chai	2,200	24	5	1 330	92.9%	620	N.A. ⁵	1,036	32	840	58.7%	330	N.A. ⁵
Kowloon City	10,874	54	19	5 690	92.1%	2 840	N.A. ⁵	4,226	61	4 470	72.4%	1 490	N.A. ⁵
Kwun Tong	26,258	67	22	13 610	99.1%	7 770	N.A. ⁵	9,869	71	11 430	83.2%	5 010	N.A. ⁵
Sai Kung	8,794	46	19	5 450	98.8%	2 360	N.A. ⁵	3,867	49	4 610	83.5%	1 220	N.A. ⁵
Sham Shui Po	17,936	52	21	8 350	99.9%	5 440	N.A. ⁵	6,521	52	7 070	84.5%	3 600	N.A. ⁵
Wong Tai Sin	15,024	53	18	8 050	94.6%	4 370	N.A. ⁵	6,054	57	7 380	86.7%	3 190	N.A. ⁵
Yau Tsim Mong	9,818	36	14	4 710	99.7%	2 360	N.A. ⁵	3,398	37	3 910	82.8%	1 700	N.A. ⁵
North	17,577	49	17	11 000	99.0%	3 390	N.A. ⁵	6,101	49	10 220	92.0%	2 110	N.A. ⁵
Sha Tin	17,136	81	31	9 680	98.1%	4 540	N.A. ⁵	6,263	81	7 370	74.7%	2 770	N.A. ⁵
Tai Po	9,495	42	14	5 820	95.8%	2 310	N.A. ⁵	3,324	39	5 090	83.8%	1 290	N.A. ⁵
Kwai Tsing	23,458	67	25	11 340	99.7%	5 940	N.A. ⁵	8,203	67	9 800	86.2%	4 060	N.A. ⁵
Tsuen Wan	8,015	29	12	4 060	92.8%	1 690	N.A. ⁵	2,845	34	3 480	79.5%	1 070	N.A. ⁵
Tuen Mun	21,373	73	23	10 620	99.7%	4 670	N.A. ⁵	6,772	75	8 670	81.4%	2 650	N.A. ⁵
Yuen Long	30,082	87	35	14 420	95.7%	7 580	N.A. ⁵	10,279	88	12 650	84.0%	4 990	N.A. ⁵
Total	240,221	889	310	126 360	97.2%	61 740	N.A.⁵	87,807	937	106 550	82.0%	38 710	N.A.⁵

1. The numbers of students are rounded to the nearest 10.

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 of 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. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant. Breakdown of the number of participating students receiving SFAS half grant is not available.

4. 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.

5. As the CSSA data is as at end-December of each year while the provision to eligible students under the above programmes is based on each school year, the corresponding percentage share cannot be worked out.

Provision, Number of Participating Schools/NGOs and Students and Related Percentage Shares 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 Programmes (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	2,087	21	4	1 200	97.6%	460	N.A. ⁵	861	26	1 150	93.6%	170	N.A. ⁵
Eastern	9,540	51	16	6 050	91.7%	2 490	N.A. ⁵	4,138	62	4 690	71.1%	1 570	N.A. ⁵
Islands	4,699	26	11	2 160	99.5%	1 600	N.A. ⁵	1,589	24	1 590	73.2%	770	N.A. ⁵
Southern	5,332	29	7	2 570	96.2%	1 320	N.A. ⁵	1,797	32	1 470	55.0%	580	N.A. ⁵
Wan Chai	2,713	28	6	1 630	96.9%	820	N.A. ⁵	929	32	910	54.1%	310	N.A. ⁵
Kowloon City	10,206	54	19	7 710	95.5%	2 800	N.A. ⁵	3,893	62	3 980	49.3%	1 450	N.A. ⁵
Kwun Tong	24,109	69	25	12 900	98.8%	7 380	N.A. ⁵	9,479	72	11 010	84.3%	4 610	N.A. ⁵
Sai Kung	8,200	46	18	5 250	94.1%	2 380	N.A. ⁵	3,702	49	4 280	76.7%	1 300	N.A. ⁵
Sham Shui Po	18,312	52	24	8 090	96.7%	5 240	N.A. ⁵	5,859	53	7 050	84.3%	3 310	N.A. ⁵
Wong Tai Sin	14,315	53	17	6 710	99.9%	4 450	N.A. ⁵	5,607	57	6 670	99.3%	3 080	N.A. ⁵
Yau Tsim Mong	8,320	36	13	4 480	99.6%	2 460	N.A. ⁵	3,002	37	3 690	82.1%	1 460	N.A. ⁵
North	17,380	49	18	11 250	99.3%	3 200	N.A. ⁵	5,978	49	11 000	97.1%	2 050	N.A. ⁵
Sha Tin	17,588	81	33	9 600	99.6%	4 650	N.A. ⁵	6,102	79	7 090	73.6%	2 630	N.A. ⁵
Tai Po	8,797	41	14	6 070	98.8%	2 210	N.A. ⁵	3,203	39	5 390	87.7%	1 210	N.A. ⁵
Kwai Tsing	22,841	69	24	10 770	99.9%	5 750	N.A. ⁵	7,589	67	9 270	86.0%	3 590	N.A. ⁵
Tsuen Wan	8,435	30	11	4 170	91.1%	1 660	N.A. ⁵	2,585	34	3 150	68.8%	800	N.A. ⁵
Tuen Mun	21,572	73	26	10 300	99.8%	4 530	N.A. ⁵	6,103	72	8 050	78.0%	2 360	N.A. ⁵
Yuen Long	34,959	88	35	14 550	99.5%	7 360	N.A. ⁵	9,329	89	12 100	82.8%	4 950	N.A. ⁵
Total	239,405	896	321	125 460	98.0%	60 760	N.A.⁵	81,745	935	102 520	80.1%	36 200	N.A.⁵

- The numbers of students are rounded to the nearest 10.
- 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 of 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. receiving half grant, new arrivals, single parent households, etc.) who do not receive CSSA or full grant. Breakdown of the number of participating students receiving SFAS half grant is not available.
- For the 2016/17 school year, the total number of NGOs is 173. 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.
- As the CSSA data is as at end-December of each year while the provision to eligible students under the above programmes is based on each school year, the corresponding percentage share cannot be worked out.

Provision, Number of Participating Schools/NGOs and Students and Related Percentage Shares by District under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2017/18 school year

District	School-based After-school Learning and Support Programmes 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	1,935	21	4	840	27
Eastern	8,956	53	12	3,847	62
Islands	5,223	26	9	1,417	25
Southern	5,041	29	6	1,689	32
Wan Chai	2,536	30	5	864	33
Kowloon City	10,344	56	19	3,684	61
Kwun Tong	25,935	71	21	8,924	73
Sai Kung	8,423	46	19	3,411	47
Sham Shui Po	18,196	52	24	5,682	53
Wong Tai Sin	13,851	51	16	5,485	57
Yau Tsim Mong	7,977	36	13	2,830	37
North	17,379	49	15	5,920	49
Sha Tin	17,428	81	29	5,758	79
Tai Po	9,465	41	13	3,183	39
Kwai Tsing	23,313	68	25	7,101	67
Tsuen Wan	8,220	30	8	2,472	34
Tuen Mun	20,850	74	27	5,869	72
Yuen Long	35,084	88	37	9,064	89
Total	240,156	902	302	78,040	936

1. The figures for students are only available after the completion of the 2017/18 school year.

2. Figures are as at 31 January 2018.

3. For the 2017/18 school year, the total number of NGOs is 169. 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB101

(Question Serial No. 0145)

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, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

- (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. (LegCo use): 46)

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2018-19 Estimate
Total expenditure on education	
Amount (\$ million)	113,672
<i>Percentage share of Total Public Expenditure</i>	<i>19.0%</i>
Total recurrent expenditure on education	
Amount (\$ million)	84,649
<i>Percentage share of Total Recurrent Government Expenditure</i>	<i>20.8%</i>

(b) Breakdown of the total expenditure on education by GRA, CWRF and LF

	2018-19 Estimate
	\$ million
General Revenue Account	
Recurrent	84,649
Non-recurrent	10,127
Capital account	1,332
Sub-total	96,108
Capital Works Reserve Fund	15,104
Loan Fund	2,460
Total expenditure on education	113,672

(c) & (d) Education expenditure under GRA by level and (c) & (f) as % of GDP

2018-19 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	6,523	7.7%	6.8%	84	0.8%	0.1%	6,608	0.23%
Primary Education	19,568	23.1%	20.4%	233	2.3%	0.2%	20,321	0.72%
Secondary Education	27,486	32.5%	28.6%	208	2.1%	0.2%	28,313	1.00%
Special Education	2,628	3.1%	2.7%	0	0.0%	0.0%	2,727	0.10%
Vocational and Professional Education ⁽¹⁾	2,836	3.4%	3.0%	140	1.4%	0.1%	3,044	0.11%
Post-secondary Education ⁽²⁾	22,440	26.5%	23.3%	4,186	41.3%	4.4%	26,626	0.94%
Others ⁽³⁾	3,168	3.7%	3.3%	5,276	52.1%	5.5%	8,468	0.30%
Total ⁽⁴⁾	84,649	100%	88.1%	10,127	100%	10.5%	96,108	3.41%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,359	1.6%	1.4%	32	0.3%	0.0%	1,391	0.05%
GDP (calendar year) (\$ million)				2,822,400				

(c) & (e) Total expenditure on education by level and its percentage share

	2018-19 Estimate	
	Amount	% of total
	\$ million	%
Pre-primary Education	6,609	5.8%
Primary Education	21,000	18.5%
Secondary Education	28,971	25.5%
Special Education	3,159	2.8%
Vocational and Professional Education ⁽¹⁾	3,391	3.0%
Post-secondary Education ⁽²⁾	42,059	37.0%
Others ⁽³⁾	8,483	7.5%
Total ⁽⁴⁾	113,672	100.0%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,451	1.3%

(c) & (g) Total expenditure on education by level and as % of GDP

	2018-19 Estimate	
	Amount \$ million	% of GDP %
Pre-primary Education	6,609	0.23%
Primary Education	21,000	0.74%
Secondary Education	28,971	1.03%
Special Education	3,159	0.11%
Vocational and Professional Education ⁽¹⁾	3,391	0.12%
Post-secondary Education ⁽²⁾	42,059	1.49%
Others ⁽³⁾	8,483	0.30%
Total ⁽⁴⁾	113,672	4.03%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,451	0.05%
GDP (calendar year) (\$ million)	2,822,400	

(h) Provision for education by level and its percentage change in the past 5 years (i.e. 2012-13 to 2016-17)

	2012-13	2013-14		2014-15		2015-16		2016-17	
	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%	4,353	14.2%
Primary Education	13,439	14,403	7.2%	15,438	7.2%	16,848	9.1%	17,883	6.1%
Secondary Education	23,354	23,921	2.4%	25,002	4.5%	26,095	4.4%	26,920	3.2%
Special Education	1,914	1,869	-2.4%	2,064	10.4%	2,324	12.6%	2,728	17.4%
Vocational and Professional Education ⁽¹⁾	2,835	3,131	10.4%	3,391	8.3%	3,124	-7.9%	3,425	9.6%
Post-secondary Education ⁽²⁾	29,894	22,465	-24.9%	21,914	-2.5%	24,036	9.7%	23,490	-2.3%
Others ⁽³⁾	2,395	7,441	210.7%	2,542	-65.8%	2,729	7.4%	3,636	33.2%
Total ⁽⁴⁾	76,600	76,392	-0.3%	73,724	-3.5%	78,968	7.1%	82,436	4.4%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,213	1,222	0.7%	1,299	6.3%	1,296	-0.2%	1,366	5.4%

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

1. 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.
2. 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).

3. 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).
4. The sums of figures may not add up to total due to rounding.
5. Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grant Committee-funded universities. The related expenditure has been subsumed in the respective education level.

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CONTROLLING OFFICER'S REPLY

EDB102

(Question Serial No. 0744)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures (including number of classes, demand for school places, supply of school places, number of cross-district students, shortage/surplus and the percentage of shortage/surplus over the supply of school places) by district, and also the total number in different districts and Hong Kong as a whole:

(a) The supply of and demand for secondary one (S1) places under Secondary School Places Allocation (SSPA) 2016 and SSPA 2017 as well as the latest estimation of the supply of and demand for S1 places under SSPA 2018.

(b) The supply of and demand for primary one (P1) places under Primary One Admission (POA) 2016 and POA 2017 as well as the latest estimation of the supply of and demand for P1 places under POA 2018.

(c) Referring to the reply to (a), how can the Administration effectively solve the problem of certain districts with greater surplus in school places? Will there be special measures like allocating three S1 classes across the board in the 2018 school year as proposed or freezing the current number of S1 classes in the territory?

(d) Referring to the reply to (b), how can the Administration solve the problem of certain districts with greater shortage in school places?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 47)

Reply:

(a)&(c) The Secondary School Places Allocation (SSPA) is divided into two stages: Discretionary Places (DP) and Central Allocation (CA). During the DP stage, parents may apply to not more than two participating secondary schools. The CA stage comprises two parts, namely unrestricted school choices and restricted school choices. Under SSPA, the secondary school net of students is

determined by the location of the primary schools they attend rather than their place of residence. The provision of public sector secondary school places is planned on a territory-wide basis. To ensure an adequate supply of school places to meet the demand of students and to provide parents with more choices, netting of school places from neighbouring areas is a long-established arrangement which can also address the concerns and needs of different stakeholders. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students are not available.

A total of 45 544 and 47 203 students participated in SSPA 2016 and SSPA 2017 (for admission to Secondary 1 (S1) in the 2016/17 and 2017/18 school years) respectively. A breakdown by students' school net is at Annex 1. The respective number of S1 classes and places in public sector schools by district in the 2016/17 and 2017/18 school years is at Annex 2. As SSPA 2018 has not yet completed, relevant figures for the 2018/19 school year are not available.

Based on the existing data, the overall number of S1 students is expected to rebound steadily and progressively from the 2017/18 school year onwards. As the distribution of schools is uneven and the number of classes operated by individual schools is subject to various factors (e.g. the choices of parents, the mobility of students, etc.), while expecting the overall S1 student population to gradually rebound, the Education Bureau (EDB) will continue to implement a series of targeted relief measures on top of the established school places netting arrangements to facilitate the sustainable development of schools. In gist, the measures include relaxing the "not less than 3 S1 classes" requirement (only schools that will operate 1 S1 class are required to apply for development options in order to continue operation); allowing schools with S1 classes reduced to 1 or 2 to participate in the next SSPA cycle with a cap of 3 S1 classes; and allowing aided secondary schools with surplus teachers arising from reduction of S1 classes from the 2013/14 to 2017/18 school years, if necessary, to apply for extending the retention period of the surplus teachers concerned up to the 2018/19 school year.

The EDB will continue to review the supply of and demand for S1 places, and maintain communication with the sector to ensure that the demand for S1 places is fully met in each cycle, and the development of schools is sustainable and steady.

- (b)&(d) The Primary One Admission (POA) System is divided into two stages: DP and CA. During the DP stage, parents may apply to one public sector primary school either within or outside the school net in which they reside. Children who have failed to secure a discretionary school place may participate in CA, which comprises two parts, namely unrestricted school choices and restricted school choices. For applicant children residing in Hong Kong, their school net is determined by their residential address. Certain school nets may cover two districts. A number of parents may choose schools from other school nets/districts in the DP and CA stage. Some students may, for different reasons,

apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students are not available.

A total of 51 747 and 55 880 children were allocated Primary 1 (P1) places in POA 2016 and POA 2017 (for admission to P1 in the 2016/17 and 2017/18 school years) respectively. A breakdown by applicant children's school net is at Annex 3. The respective number of P1 classes and places in public sector schools by district in the 2016/17 and 2017/18 school years is at Annex 4. As POA 2018 has not yet completed, relevant figures for the 2018/19 school year are not available.

As announced in past years, the existing data shows that the overall demand for public sector P1 places will reach its peak in the 2018/19 school year and decrease to a stable level afterwards. Based on the consensus EDB and the school sector previously reached, EDB maintains close communication with schools in the school nets/districts concerned and adopts flexible measures to increase the number of P1 places in individual school net to address the demand. The flexible measures include borrowing school places from other school nets, using vacant classrooms in school nets concerned for operation of additional P1 classes, exploring the feasibility of constructing more classrooms in individual schools, operating time-limited schools in vacant school premises (if any), temporarily allocating more students to each P1 class and providing schools with additional resources to ensure the quality of education.

Number of students participating in SSPA 2016

School net	No. of students participating in SSPA
Central & Western	1 480
Wanchai	1 554
Eastern	2 695
Southern	975
Yau Tsim Mong	2 002
Sham Shui Po	2 710
Kowloon City	4 506
Wong Tai Sin	2 313
Kwun Tong	4 104
Kwai Tsing	3 392
Tsuen Wan	1 688
Tuen Mun	2 956
Yuen Long	4 248
North	2 717
Tai Po	1 630
Sha Tin	3 855
Sai Kung	1 975
Islands	744
Total	45 544

Note: Figures exclude late applicants.

Number of students participating in SSPA 2017

School net	No. of students participating in SSPA
Central & Western	1 567
Wanchai	1 643
Eastern	2 696
Southern	1 035
Yau Tsim Mong	2 031
Sham Shui Po	2 711
Kowloon City	4 807
Wong Tai Sin	2 257
Kwun Tong	4 236
Kwai Tsing	3 338
Tsuen Wan	1 784
Tuen Mun	3 222
Yuen Long	4 420
North	2 867
Tai Po	1 753
Sha Tin	4 155
Sai Kung	1 939
Islands	742
Total	47 203

Note: Figures exclude late applicants.

Number of S1 classes and places in the 2016/17 school year

District	Government		Aided		Caput	
	No. of S1 classes	No. of S1 places	No. of S1 classes	No. of S1 places	No. of S1 classes	No. of S1 places
Central & Western	4	128	30	1 008	0	0
Wanchai	13	400	43	1 528	0	0
Eastern	16	512	84	2 880	0	0
Southern	0	0	44	1 544	0	0
Yau Tsim Mong	8	256	50	1 616	2	72
Sham Shui Po	5	144	68	2 412	4	144
Kowloon City	8	256	117	4 160	0	0
Wong Tai Sin	2	64	87	3 073	0	0
Kwun Tong	8	256	106	3 636	0	0
Kwai Tsing	0	0	121	4 284	0	0
Tsuen Wan	4	128	48	1 692	0	0
Tuen Mun	8	256	125	4 192	0	0
Yuen Long	16	512	121	4 230	0	0
North	6	192	71	2 444	0	0
Tai Po	3	96	66	2 268	0	0
Sha Tin	8	256	145	4 982	0	0
Sai Kung	4	128	68	2 412	0	0
Islands	3	96	22	756	0	0
All districts	116	3 680	1 416	49 117	6	216

- Note:
- (1) Figures exclude special schools.
 - (2) Figures refer to the position as at September 2016.
 - (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 the schools concerned.

Number of S1 classes and places in the 2017/18 school year

District	Government		Aided		Caput	
	No. of S1 classes	No. of S1 places	No. of S1 classes	No. of S1 places	No. of S1 classes	No. of S1 places
Central & Western	4	128	30	1 000	0	0
Wanchai	13	400	43	1 532	0	0
Eastern	16	512	80	2 772	0	0
Southern	0	0	45	1 584	0	0
Yau Tsim Mong	8	256	49	1 596	3	108
Sham Shui Po	5	144	69	2 416	4	144
Kowloon City	8	256	117	4 196	0	0
Wong Tai Sin	2	64	86	3 037	0	0
Kwun Tong	8	256	106	3 636	0	0
Kwai Tsing	0	0	121	4 248	0	0
Tsuen Wan	4	128	47	1 692	0	0
Tuen Mun	8	256	123	4 296	0	0
Yuen Long	16	512	121	4 266	0	0
North	6	192	70	2 412	0	0
Tai Po	3	96	66	2 304	0	0
Sha Tin	8	256	145	5 002	0	0
Sai Kung	4	128	68	2 412	0	0
Islands	3	96	22	756	0	0
All districts	116	3 680	1 408	49 157	7	252

- Note: (1) Figures exclude special schools.
 (2) Figures refer to the position as at September 2017.
 (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 the schools concerned.

Number of students allocated a P1 place in POA 2016

P1 school net	No. of students allocated a P1 place
11	1 372
12	1 198
14	1 416
16	1 629
18	1 103
31	1 085
32	945
34	1 803
35	979
40	2 511
41	917
43	924
45	1 384
46	977
48	2 937
62	2 178
64	872
65	1 403
66	1 097
70	1 857
71	1 495
72	2 308
73	949
74	1 307
80	1 209
81	1 162
83	55
84	1 984
88	1 225
89	1 382
91	2 159
95	2 638
96	34
97	128
98	569
99	102
Total	47 293

Note: Figures are based on the school net of applicant children and not inclusive of the 4 454 cross-boundary students allocated a P1 place.

Number of students allocated a P1 place in POA 2017

P1 school net	No. of students allocated a P1 place
11	1 374
12	1 320
14	1 391
16	1 711
18	1 192
31	1 086
32	1 047
34	1 832
35	1 013
40	2 754
41	977
43	988
45	1 468
46	1 052
48	3 378
62	2 427
64	912
65	1 397
66	1 197
70	2 084
71	1 613
72	2 421
73	1 012
74	1 498
80	1 327
81	1 280
83	56
84	2 095
88	1 291
89	1 533
91	2 651
95	2 915
96	42
97	119
98	598
99	89
Total	51 140

Note: Figures are based on the school net of applicant children and not inclusive of the 4 740 cross-boundary students allocated a P1 place.

**Number of P1 classes and places in government and aided primary schools
in the 2016/17 school year**

District	Government		Aided	
	No. of P1 classes	No. of P1 places	No. of P1 classes	No. of P1 places
Central & Western	4	110	49	1 325
Wanchai	15	375	38	1 035
Eastern	14	375	91	2 470
Southern	5	125	30	795
Yau Tsim Mong	10	250	71	1 925
Sham Shui Po	13	325	71	1 985
Kowloon City	18	450	103	2 805
Wong Tai Sin	4	100	100	2 545
Kwun Tong	9	225	133	3 470
Kwai Tsing	0	0	119	3 205
Tsuen Wan	10	275	70	1 905
Tuen Mun	4	100	147	3 770
Yuen Long	15	430	183	4 922
North	5	140	105	3 143
Tai Po	5	160	72	2 304
Sha Tin	4	100	161	4 240
Sai Kung	5	125	87	2 150
Islands	0	0	43	1 030
All districts	140	3 665	1 673	45 024

- Note:
- (1) Figures exclude special schools.
 - (2) Figures refer to the position as at September 2016.
 - (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 the schools concerned.

**Number of P1 classes and places in government and aided primary schools
in the 2017/18 school year**

District	Government		Aided	
	No. of P1 classes	No. of P1 places	No. of P1 classes	No. of P1 places
Central & Western	4	110	49	1 325
Wanchai	18	450	38	1 035
Eastern	14	375	92	2 495
Southern	5	125	32	845
Yau Tsim Mong	10	250	71	1 950
Sham Shui Po	13	429	72	2 343
Kowloon City	18	485	103	2 934
Wong Tai Sin	4	100	103	2 620
Kwun Tong	9	225	150	3 945
Kwai Tsing	0	0	128	3 380
Tsuen Wan	10	300	72	2 085
Tuen Mun	4	100	150	4 015
Yuen Long	16	483	183	5 035
North	7	196	109	3 255
Tai Po	4	132	74	2 442
Sha Tin	5	125	172	4 968
Sai Kung	5	125	93	2 325
Islands	0	0	47	1 130
All districts	146	4 010	1 738	48 127

- Note:
- (1) Figures exclude special schools.
 - (2) Figures refer to the position as at September 2017.
 - (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 the schools concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB103****(Question Serial No. 0745)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information for the school years from 2015/16 to 2017/18:

(a) the respective actual average student-to-teacher and teacher-to-class ratios for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme schools and international schools;

(b) the numbers 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 numbers of officers on and not on the establishment of public sector primary and secondary schools with a breakdown by the specified type below; and

		2015/16		2016/17		2017/18	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Aided Primary School							
Teachers within establishment	Regular teachers						
	Regular teachers employed on DCP terms						
Teachers outside establishment							
Aided Secondary School							
Teachers within establishment	Regular teachers						
	Regular						

	teachers employed on DCP terms						
Teachers outside establishment							
Government Primary School							
Teachers within establishment	Regular teachers						
Teachers outside establishment							
Government Secondary School							
Teachers within establishment	Regular teachers						
Teachers outside establishment							
Special School							
Teachers within establishment	Regular teachers						
	Regular teachers employed on DCP terms						
Teachers outside establishment							

(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. (LegCo use): 48)

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 2015/16 to 2017/18 are tabulated below:

Student-to-Teacher Ratio

	2015/16	2016/17	2017/18 (Estimate)
Government Primary Schools	14.4 : 1	14.7 : 1	14.0 : 1
Government Secondary Schools	13.4 : 1	13.1 : 1	12.7 : 1
Aided Primary Schools	14.0 : 1	14.2 : 1	13.8 : 1
Aided Secondary Schools	12.3 : 1	11.8 : 1	11.5 : 1
Private Primary Schools*	15.7 : 1	15.6 : 1	15.8 : 1
Private Secondary Schools*	10.9 : 1	11.9 : 1	12.0 : 1
Caput Secondary Schools	13.4 : 1	13.6 : 1	13.2 : 1
Special Schools	4.5 : 1	4.6 : 1	4.2 : 1
DSS Schools*	11.7 : 1	11.5 : 1	11.3 : 1
International Schools*	10.9 : 1	10.8 : 1	10.8 : 1

Teacher-to-Class Ratio

	2015/16	2016/17	2017/18 (Estimate)
Government Primary Schools	1.8 : 1	1.8 : 1	1.9 : 1
Government Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Aided Primary Schools	1.9 : 1	1.9 : 1	2.0 : 1
Aided Secondary Schools	2.3 : 1	2.4 : 1	2.4 : 1
Private Primary Schools*	1.9 : 1	1.9 : 1	1.9 : 1
Private Secondary Schools*	1.9 : 1	1.7 : 1	1.7 : 1
Caput Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Special Schools	2.2 : 1	2.2 : 1	2.4 : 1
DSS Schools*	2.5 : 1	2.5 : 1	2.6 : 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.

Note: The student-to-teacher ratio and the teacher-to-class ratio listed above are calculated on the basis of the total number of teachers (i.e. including teachers within and outside the establishment) in school.

- (b) The posts on 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 (rounded to the nearest 10) in public sector schools for the school years from 2015/16 to 2017/18 is tabulated below:

Regular Teachers

	2015/16	2016/17	2017/18 (Estimate)
Government Primary Schools	1 190	1 210	1 220
Government Secondary Schools	1 370	1 390	1 380
Aided Primary Schools	16 310	16 550	17 890
Aided Secondary Schools	18 580	18 260	18 600
Caput Secondary Schools	100	90	90
Special Schools	1 620	1 640	1 800

The number of regular teachers (rounded to the nearest 10) on defined contract period (DCP) terms in aided schools for the school years from 2015/16 to 2017/18 is tabulated below:

Regular Teachers on DCP Terms

	2015/16	2016/17	2017/18 (Estimate)
Aided Primary Schools	390	340	410
Aided Secondary Schools	880	820	850

Note: Schools should not employ regular teachers on DCP terms unless they have actual operational 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 keep information on regular teachers employed on DCP terms by special schools.

As at January this year, the number of teaching assistants (rounded to the nearest 10) in public sector primary and secondary schools and special schools collected via the EDB e-Services Portal is tabulated below:

Teaching Assistants (TAs)

	No. of TAs*
Government Primary Schools	50
Government Secondary Schools	10
Aided Primary Schools	330
Aided Secondary Schools	440
Caput Secondary Schools	0
Special Schools	20

* Estimate for the 2017/18 school year.

- (c) The respective number of teachers (rounded to the nearest 10) within and outside the approved teaching establishment of aided and government schools is tabulated below:

		2015/16		2016/17		2017/18 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Aided Primary Schools							
Teachers Within Establishment	Regular Teachers*	15 920	16 310	16 210	16 550	17 480	17 890
	Regular Teachers on DCP Terms	390		340		410	
Teachers Outside Establishment		-	1 640	-	1 850	-	1 780
Aided Secondary Schools							
Teachers Within Establishment	Regular Teachers*	17 700	18 580	17 440	18 260	17 750	18 600
	Regular Teachers on DCP Terms	880		820		850	
Teachers Outside Establishment		-	2 550	-	2 500	-	2 100
Government Primary Schools							
Teachers Within Establishment	Regular Teachers*	-	1 190	-	1 210	-	1 220
Teachers Outside Establishment		-	300	-	290	-	390
Government Secondary Schools							
Teachers Within Establishment	Regular Teachers*	-	1 370	-	1 390	-	1 380
Teachers Outside Establishment		-	290	-	250	-	270

		2015/16		2016/17		2017/18 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Special Schools							
Teachers Within Establishment	Regular Teachers*	-	1 620	-	1 640	-	1 800
Teachers Outside Establishment		-	80	-	50	-	40

* Including regular teachers on permanent terms and Native-speaking English Teachers.

- (d) The average number of teaching periods per cycle for teachers in government and aided primary and secondary schools for the school years from 2015/16 to 2017/18 is tabulated below. The 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*

	2015/16	2016/17	2017/18 (Estimate)
Government Secondary School Teachers	24	24	24
Government Primary School Teachers	26	26	25
Aided Secondary School Teachers	25	25	25
Aided Primary School Teachers	26	26	25

* In compiling the above figures, principals and teachers without teaching periods are excluded. The number of school days per cycle (ranging from 5 to 10 days) and the length of each teaching period may vary from school to school as well as across school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB104****(Question Serial No. 0949)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide in the tables below the information on students and teachers in different types of kindergartens (KGs) from 2014/15 to 2017/18 school years.

Annex One

1. The total, median and average number of students in different types of KGs in the 2014/15 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Total			
Median			
Average			

2. The number of students in different types of KGs in the 2015/16 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Total			
Median			
Average			

3. The number of students in different types of KGs in the 2016/17 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Total			
Median			
Average			

4. The number of students in different types of KGs in the 2017/18 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Total			
Median			
Average			

Annex Two

1. The highest, lowest and median salary of kindergarten teachers in different types of KGs in the 2014/15 school year.

	KGs operating only half-day classes	KGs operating both half-day and whole-day classes	Long whole-day kindergartens
Highest			
Median			
Lowest			

2. The highest, lowest and median salary of kindergarten teachers in different types of KGs in the 2015/16 school year.

	KGs operating only half-day classes	KGs operating both half-day and whole-day classes	Long whole-day kindergartens
Highest			
Median			
Lowest			

3. The highest, lowest and median salary of kindergarten teachers in different types of KGs in the 2016/17 school year.

	KGs operating only half-day classes	KGs operating both half-day and whole-day classes	Long whole-day kindergartens
Highest			
Median			
Lowest			

4. The highest, lowest and median salary of kindergarten teachers in different types of KGs in the 2017/18 school year.

	KGs operating only half-day classes	KGs operating both half-day and whole-day classes	Long whole-day kindergartens
Highest			
Median			

Lowest			
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Annex Three

1. The median and average teacher-to-pupil ratio of different types of KGs in the 2014/15 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Average ratio in morning session			
Average ratio in afternoon session			
Median ratio in morning session			
Median ratio in afternoon session			

2. The median and average teacher-to-pupil ratio of different types of KGs in the 2015/16 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Average ratio in morning session			
Average ratio in afternoon session			
Median ratio in morning session			
Median ratio in afternoon session			

3. The median and average teacher-to-pupil ratio of different types of KGs in the 2016/17 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Average ratio in morning session			
Average ratio in afternoon session			
Median ratio in morning session			
Median ratio in afternoon session			

4. The median and average teacher-to-pupil ratio of different types of KGs in the 2017/18 school year.

	KGs operating half-day classes	KGs operating whole-day classes	Long whole-day kindergartens
Average ratio in morning session			
Average ratio in afternoon session			
Median ratio in morning session			
Median ratio in afternoon session			

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 51)

Reply:

From the 2014/15 to 2017/18 school years, the total, median and average numbers of students in local kindergartens (KGs) (both KGs joining and not joining the new KG education scheme (Scheme)) by KGs operating half-day classes, whole-day classes and long whole-day classes respectively; the highest, lowest and median salaries of their teachers; and the median and average teacher-to-pupil ratios, are tabulated at Appendices 1 to 3 respectively.

Total, Median and Average Numbers of Students in Local Kindergartens (KGs)
by KGs operating Half-day (HD), Whole-day (WD) and Long Whole-day (LWD) Classes
from the 2014/15 to 2017/18 School Years

2014/15 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	60 241	1 779	82 720	22 015
Median number of students in local KGs	259	100	188	88
Average number of students in local KGs	291	105	205	89

2015/16 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	64 088	1 744	83 497	22 606
Median number of students in local KGs	270	104	197	90
Average number of students in local KGs	287	109	216	92

2016/17 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	65 600	1 626	80 408	22 776
Median number of students in local KGs	263	108	195	90
Average number of students in local KGs	289	108	207	93

2017/18 School Year

	Number of students in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Total number of students	65 020	1 653	77 149	23 210
Median number of students in local KGs	257	89	179	92
Average number of students in local KGs	285	103	197	94

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

Highest, Lowest and Median Salaries of Teachers in Local Kindergartens (KGs)
by KGs operating Half-day (HD), Whole-day (WD) and Long Whole-Day (LWD) Classes
from the 2014/15 to 2017/18 School Years

2014/15 School Year

	Monthly salary of teachers (excluding principals) in local KGs (Note 1)			
	(\$)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest	77,953	44,842	89,094	34,315
Median	19,675	21,616	17,500	20,905
Lowest	8,000	11,700	8,925	10,400

2015/16 School Year

	Monthly salary of teachers (excluding principals) in local KGs (Note 1)			
	(\$)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest	81,237	39,390	90,738	37,590
Median	21,147	24,323	18,500	21,890
Lowest	8,000	10,523	8,000	8,570

2016/17 School Year

	Monthly salary of teachers (excluding principals) in local KGs (Note 1)			
	(\$)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest	85,707	41,971	99,881	41,318
Median	22,560	26,200	20,000	22,560
Lowest	8,900	13,600	8,465	10,766

2017/18 School Year (Provisional)

	Monthly salary of teachers (excluding principals) in local KGs (Note 1)			
	(\$)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Highest	129,080	45,830	96,406	56,700
Median	24,692	27,237	22,560	23,970
Lowest	8,200	11,580	9,427	11,463

Notes:

1. Information provided in this reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the Education Bureau in September of the respective school years.
2. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.
3. Figures above cover all local KGs (i.e. KGs joining the Scheme, not joining the Scheme and private independent KGs ineligible to join the Scheme).
4. The monthly salary of teachers in KGs joining the Scheme, in principle, should not be lower than \$20,770 in the 2017/18 school year. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the teacher-to-pupil ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced Qualified Kindergarten Teachers already serving in the sector, non-Early Childhood Education (ECE) degree-holders, teachers employed for creating a rich language environment in schools, etc. (all of

the above teachers must be a registered teacher or permitted teacher). The salary range under the Scheme is not applicable to the these teachers as they do not possess Certificate in ECE (C(ECE)) or above qualifications. We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for full-time teachers with C(ECE) or above qualifications, follow-up actions have been taken for KGs where these teachers receive a salary lower than the above-mentioned minimum threshold. KGs have generally raised the salary of their full-time teachers to not lower than the minimum threshold of \$20,770 per month. The adjustment is not fully reflected in the questionnaire survey mentioned in Note 1.

Median and Average Teacher-to-pupil (TP) Ratios in Local Kindergartens (KGs)
by KGs operating Half-day (HD), Whole-day (WD) and Long Whole-Day (LWD) Classes
from the 2014/15 to 2017/18 School Years

2014/15 School Year

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding former aided child care centres (FACs))	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in morning (AM) session	1:11.9	1:13.3	1:13.0	1:11.3
Average ratio in afternoon (PM) session	1:10.6	1:12.6	1:9.3	1:11.2
Median ratio in AM session	1:11.2	1:12.1	1:12.7	1:11.1
Median ratio in PM session	1:10.3	1:12.1	1:9.0	1:11.1

2015/16 School Year

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:11.3	1:12.4	1:12.9	1:11.1
Average ratio in PM session	1:9.6	1:12.6	1:9.2	1:11.0
Median ratio in AM session	1:11.1	1:11.2	1:12.4	1:10.8
Median ratio in PM session	1:9.8	1:11.7	1:9.0	1:10.7

2016/17 School Year

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:11.0	1:10.2	1:12.2	1:10.3
Average ratio in PM session	1:9.4	1:10.2	1:8.7	1:10.3
Median ratio in AM session	1:10.8	1:10.8	1:11.9	1:10.1
Median ratio in PM session	1:9.6	1:10.8	1:8.7	1:10.1

2017/18 School Year (Provisional)

	TP ratio in local KGs (Note 1)			
	KGs operating HD classes only	KGs operating WD classes only (excluding FACs)	KGs operating both HD and WD classes (excluding FACs)	FACs (Note 2)
Average ratio in AM session	1:11.2	1:10.2	1:11.8	1:9.8
Average ratio in PM session	1:9.3	1:10.2	1:8.5	1:9.8
Median ratio in AM session	1:10.4	1:9.6	1:11.4	1:9.6
Median ratio in PM session	1:9.4	1:9.6	1:8.5	1:9.6

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.
3. Under the new Scheme, the number of teachers a KG needs to employ to meet the required overall TP ratio of 1:11 is calculated on the basis of the total number of pupils in all of its classes as at mid-September. KGs may deploy teachers to take up duties in different sessions of the day flexibly.

- End -

CONTROLLING OFFICER'S REPLY

EDB105

(Question Serial No. 0950)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Government has provided an Assistant Primary School Master/Mistress (Curriculum Development) (APSM(CD)) to special schools that operate less than six approved primary classes to support their curriculum development. Please advise on the following:

1. the details of the measure and the expenditure involved in the 2017/18 school year and the estimated expenditure in the 2018/19 school year; and
2. whether there are primary schools that have cut the ratio or percentage of graduate teacher posts because of the new measure and the ceiling of limiting the ratio of graduate Assistant Primary School Master/Mistress to 65%; if yes, what are the details?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 52)

Reply:

1. Starting from the 2017/18 school year, a Primary School Curriculum Leader post at the rank of Assistant Primary School Master/Mistress is provided to special schools operating 1 to 5 primary classes to replace the provision of the Curriculum Leadership Grant. In the 2017/18 school year, a total of 28 special schools have benefited from the measure. It is expected that the same number of schools will benefit in the 2018/19 school year and the estimated additional annual expenditure will be around \$11 million.

2. The Education Bureau (EDB) has been calculating the number of graduate teacher posts for public sector mainstream primary schools and primary section of special schools in each school year based on the stipulated ratio of graduate teacher posts. Similarly, in the 2017/18 school year, EDB has calculated the number of graduate teacher posts for primary section of special schools operating 1 to 5 primary classes and entitled to the provision of a Primary School Curriculum Leader based on the stipulated ratio (i.e. graduate teacher posts accounting for 65% of the teaching posts). Under most circumstances, when a school has

expanded its establishment, the number of graduate teacher posts, accounting for 65% of the establishment will increase accordingly. However, there are cases where the establishment of individual schools is too small, their number of graduate teacher posts, while holding at 65% of the new establishment, remains unchanged even when their total number of teachers has increased by 1.

- End -

CONTROLLING OFFICER'S REPLY

EDB106

(Question Serial No. 3219)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The current-term Government has set a goal to double the Gross Domestic Expenditure on R&D as a percentage of the Gross Domestic Product from the current 0.73% to 1.5% within its five-year tenure. It has also set aside no less than \$10 billion as university research funding. Please provide the details of the policy, and a breakdown of the expenditures involved.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 55)

Reply:

The Chief Executive has pledged to set aside no less than \$10 billion as funding for university research in the Policy Address. Moreover, in response to the Government's invitation, the University Grants Committee has set up the Task Force on Review of Research Policy and Funding (Task Force) which is chaired by Professor Tsui Lap-chee.

The Task Force will review the existing research support strategy as well as the level and allocation mechanism of research funding for the higher education sector, with a view to ensuring that the world-class research undertaken by the sector is sustainable, and can meet the needs of Hong Kong and contribute to our social economic development. The Task Force expects to complete its review and submit a report to the Government within 2018. Subject to the review findings and recommendations, the Education Bureau will consider how best the earmarked funding can be utilised to further support the research development in the higher education sector.

- End -

CONTROLLING OFFICER'S REPLY**EDB107****(Question Serial No. 3264)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (Subsidy Scheme), please inform this Committee of the following:

Among the students who are pursuing an eligible programme in this academic year, what are the number of students subsidised and the percentage of these students among students in the same year of study? Please provide a tabulated breakdown by the institution in which they are studying and by their year of study.

Self-financing Undergraduate Programmes

Institution	Year of study	Number of students subsidised	Percentage among students in the same year of study

Self-financing Top-up Degree Programmes

Institution	Year of study	Number of students subsidised	Percentage among students in the same year of study

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 56)

Reply:

In the 2017/18 academic year, 20 268 students received subsidy under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, accounting for about 79% of those pursuing the self-financing programmes concerned. The number of students receiving subsidy and its percentage out of the number of students pursuing the self-financing programmes concerned by participating institutions are tabulated below:

(1) Self-financing First-year-first-degree Programmes

Institutions	Number of students receiving subsidy	Percentage share in the number of students pursuing the self-financing programmes concerned ¹
Caritas Institute of Higher Education	596	65%
Centennial College	53	35%
Chu Hai College of Higher Education	262	46%
Gratia Christian College	33	42%
Hang Seng Management College	3 630	89%
HKCT Institute of Higher Education ²	0	- ²
Hong Kong Art School	4	4%
Hong Kong Institute of Technology ³	10	21% ³
Hong Kong Nang Yan College of Higher Education	7	21%
Hong Kong Shue Yan University	3 278	85%
SCAD Foundation (Hong Kong) Limited	34	6%
The Open University of Hong Kong (Including Li Ka Shing Institute of Professional and Continuing Education (LiPACE))	4 262	78%
Tung Wah College	714	75%
Vocational Training Council - School for Higher and Professional Education	Eligible first-year-first-degree programme is not available	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong ³	1 188	87% ³
Total	14 071	N.A. ⁴

Note

1. Number of students are provisional figures as at end December 2017. The final actual number of students may vary. The number of students does not include those enrolled in subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.
2. Since the institution did not provide the number of students, we are not able to calculate the percentage of students receiving subsidy out of the number of students.
3. Since the institution provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes, the percentage is calculated on the basis of the total number of students receiving subsidy who are pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes.
4. Since some of the institutions provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes (see Note 3), we are not able to provide the respective total percentage share of these two types of programmes.

(2) Self-financing Top-up Degree Programmes

Institutions	Number of students receiving subsidy	Percentage share in the number of students pursuing the self-financing programmes concerned ¹
Caritas Institute of Higher Education	134	60%
Centennial College	32	52%
Chu Hai College of Higher Education	90	46%
Gratia Christian College	0	-
Hang Seng Management College	564	94%
HKCT Institute of Higher Education ²	8	- ²
Hong Kong Art School	Eligible top-up degree programme is not available	
Hong Kong Institute of Technology ³	67	21% ³
Hong Kong Nang Yan College of Higher Education	12	86%
Hong Kong Shue Yan University	324	96%
SCAD Foundation (Hong Kong) Limited	Eligible top-up degree programme is not available	
The Open University of Hong Kong (Including Li Ka Shing Institute of Professional and Continuing Education (LiPACE)) ⁴	1 769	77%

Institutions	Number of students receiving subsidy	Percentage share in the number of students pursuing the self-financing programmes concerned ¹
Tung Wah College	324	78%
Vocational Training Council - School for Higher and Professional Education ("SHAPE") ⁴	2 057	95%
Vocational Training Council - Technological and Higher Education Institute of Hong Kong ³	816	87% ³
Total	6 197	N.A. ⁵

Note

1. Number of students are provisional figures as at end December 2017. The final actual number of students may vary.
2. Since the institution did not provide the number of students, we are not able to calculate the percentage of students receiving subsidy out of the number of students.
3. Since the institution provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes, the percentage is calculated on the basis of the total number of students receiving subsidy who are pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes.
4. Some are collaborative programmes provided by the Open University of Hong Kong and SHAPE. The number of students receiving subsidy and its percentage out of the number of students of the programmes concerned are reflected in the figures of SHAPE.
5. Since some of the institutions provided a combined figure of students pursuing self-financing first-year-first-degree programmes and self-financing top-up degree programmes (see Note 3), we are not able to provide the respective total percentage share of these two types of programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB108

(Question Serial No. 3270)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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 3 financial years from 2015-16 to 2017-18, as well as the estimate in this regard for the 2018-19 financial year.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 57)

Reply:

Information about duty visits outside Hong Kong made by the Secretary for Education and Political Assistant to Secretary for Education, Under Secretary for Education as well as Permanent Secretary for Education from 2015-16 to 2017-18 is at Annexes A to C respectively. In 2018-19, 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, the officials concerned are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

**Duty visits outside Hong Kong made by
Secretary for Education (SED)**

(1) From 1 April 2015 to 30 June 2017

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
6 May 2015	Shenzhen	To attend a working meeting with the Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0
7 & 8 May 2015	Zhuhai	To deliver a speech upon invitation at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist University, and to hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070
18 & 19 May 2015	Guangzhou and Zhongshan	To attend 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
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 & 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 & 18 July 2015	Beijing	To officiate at the 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)	To pay a duty visit to USA/EU and exchange views with funding and research agencies in the higher education sector on education/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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
28 September to 1 October 2015	Beijing	To lead a delegation from the education 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
2 & 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the 8 University Grants Committee (UGC)-funded institutions in 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 & 28 January 2016	Beijing	To meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies in 2016	2	4,825	23,000	5,803	33,628

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
10 to 12 May 2016	Chengdu	To join a delegation 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 officials of the Shenzhen Municipal Education Bureau, and to 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 & 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting, and to 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 & 18 August 2016	Beijing	To have meetings with officials of 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)	Size 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)
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 officials of 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 & 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)	Size 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)
10 & 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 overnight stay	No air passage (by train)	1,317	1,317
28 & 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 & 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 cooperation, innovation and entrepreneurship	2	No expenses as no overnight stay	No air passage (by car and by ferry)	4,252	4,252

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
14 & 15 February 2017	Beijing	To have meetings with officials of 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 cooperation, 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 & 11 March 2017	Haikou	To have a meeting with officials of 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
20 to 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote cooperation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
26 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting cooperation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2	14,896	84,367	43,788	143,051
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 UGC-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no over-night stay	No air passage (by car)	7,646	7,646

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
13 to 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education cooperation, with a view to providing a foundation for further cooperation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education cooperation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education cooperation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2018

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439

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 5 visits in 2015-16 and 3 visits in 2017-18 (up to 30 June 2017). He also separately made a duty visit with other officers of the Bureau to Shenzhen in 2015-16, incurring a total expenditure of \$277.
- (3) 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. Subsistence allowance was 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 transport.
- (6) The expenses for the visit made on 20 and 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 (US(Ed))**

(1) From 1 April 2015 to 30 June 2017

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 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 to 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 & 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 US(Ed) & official entourage from SED's Office (\$) (A)+(B)+(C)
16 & 17 December 2015	Indonesia	To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and to 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 & 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and to 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 education sector of Hong Kong to participate in professional exchange 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
17 to 19 April 2017	Nanjing	To attend the working meeting on the Exchange Programme for Teachers and Students of Higher Education Institutions in the Mainland, Hong Kong and Macau 2017	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	9,750	4,225	13,975

(2) From 1 July 2017 to 8 March 2018

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 US(Ed) & official entourage from SED's Office (\$)(A)+(B)+(C)
28 September to 1 October 2017	Beijing	To lead the National Day Delegation from the Educational Sector of Hong Kong to participate in educational exchange activities in Beijing	1	- [Hotel accommodation sponsored by the Ministry of Education and the sponsored amount is not available]	13,774	8,544	22,318
19 to 25 February 2018	USA	To visit information technology companies in the Silicon Valley, USA to learn about the latest development of e-learning	-	11,000	57,910	6,106	75,016

Notes:

- (1) The Under Secretary for Education would meet local students from Hong Kong where possible.
- (2) The entourage included the Political Assistant to Secretary for Education in 1 visit in 2017-18 (from 1 July 2017 to 8 March 2018).
- (3) 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. Subsistence allowance was 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 transport.

**Duty visits outside Hong Kong made by
Permanent Secretary for Education
(from 1 April 2015 to 8 March 2018)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommo- dation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
27 to 30 April 2015	Singapore	To exchange views 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
6 May 2015	Shenzhen	To accompany the Secretary for Education to attend a working meeting with the Shenzhen Municipal Education Bureau	4	No expenses as no over-night stay	No air passage (by car)	3,836	3,836
18 & 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	Guang-zhou	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 into the experience of Seoul, Korea in 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommo- dation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
17 & 18 August 2016	Beijing	To accompany the Secretary for Education to meet with senior officials of the 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 insights into the latest 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 & 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
23 June 2017	Shenzhen	To accompany the Secretary for Education to visit Shenzhen to explore opportunities for promoting education cooperation and student learning of the two places	1	No expenses as no over-night stay	No air passage (by car)	5,860	5,860
27 June 2017	Guang- zhou	To attend a meeting with the Department of Education of Guangdong Province and exchange views on major education development of the two places	6	No expenses as no over-night stay	No air passage (by car)	3,067	3,067

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommo- dation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
18 to 20 September 2017	Beijing	To accompany the Secretary for Education to meet with officials of the Ministry of Education to discuss and exchange views on the latest education development of the two places	6	22,680	29,792	17,548	70,020

Notes:

- (1) The Permanent Secretary for Education would meet local students from Hong Kong where possible.
- (2) 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. Subsistence allowance was 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 transport.

- End -

CONTROLLING OFFICER'S REPLY

EDB109

(Question Serial No. 0341)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government will commit an additional recurrent expenditure of \$2 billion to “improve integrated education”. Will the Government provide additional subsidy to the on-site professional support services for pupils with special educational needs attending mainstream kindergartens? If yes, what are (1) the actual amount of the subsidy; (2) the subsidised period; and (3) the estimated number of benefiting students? If no, what are the reasons?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 14)

Reply:

Upon taking office, the current-term Government has pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion has been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for the recurrent expenditure. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning.

In addition, the Social Welfare Department launched the two-year “Pilot Scheme on On-site Pre-school Rehabilitation Services” (the Pilot Scheme) in phases from November 2015 with a funding of \$422 million from the Lotteries Fund, providing about 3 000 on-site pre-school rehabilitation service places at participating kindergartens and kindergarten-cum-child care centres. With notable preliminary outcome of the Pilot Scheme, the Government has earmarked an annual recurrent expenditure of \$460 million to regularise the Pilot Scheme in the 2018/19 school year and increase the number of services from about 3 000 under the Pilot Scheme to 7 000 in two years. The Government has set aside an additional provision of about \$180 million for subsidising the 16 operating non-governmental organisations to continue providing the service places in the 2017/18 school year, in order to dovetail with the regularised on-site pre-school rehabilitation services which are expected to commence in the

2018/19 school year. The above provision is not included in the additional \$2 billion recurrent expenditure for education.

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 0342)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding paragraph 14 about student guidance service, would the Government advise this Committee of:

- (1) the expenditure and estimate on the implementation of the policy of “one school social worker for each school” in public sector ordinary primary schools for the 2017/18 and 2018/19 school years; and
- (2) the anticipated supply and demand of School-based Educational Psychology Service in public sector primary and secondary schools with a large number of students with special educational needs in the next 5 years, and the estimated expenditure on progressively improving the ratio of educational psychologist to school to 1:4.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 15)

Reply:

(1) All primary schools have been required to provide a school-based, holistic and integrated guidance service under the Comprehensive Student Guidance Service (CSGS) 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. The estimated expenditure on the CSGS for primary schools in the 2017/18 school year is about \$350 million. Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school

from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools' options, the estimated expenditure for the 2018/19 school year is not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

(2) Starting from the 2016/17 school year, the Government has further enhanced the School-based Educational Psychology Service (Enhanced SBEPS) by progressively improving the ratio of educational psychologist (EP) to school to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs. The Enhanced SBEPS covers 80 primary and secondary schools in the 2017/18 school year and the Education Bureau (EDB) has planned to extend it to about 120 primary and secondary schools in the 2018/19 school year. The estimated expenditure involved in provision of the Enhanced SBEPS is \$11 million and \$18 million for the 2017/18 and 2018/19 school years respectively. The EDB will continue to keep in view schools' service needs as well as the supply and demand of EPs in order to make plans for the arrangement of the Enhanced SBEPS in the 2019/20 school year and beyond.

- End -

CONTROLLING OFFICER'S REPLY

EDB111

(Question Serial No. 0343)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the support for students with autism or mental illness in mainstream public sector schools mentioned in paragraph 21, would the Administration advise this Committee of the following:

- (1) the specific support model, strategies and related teaching resources developed by the Bureau for these types of students in the 2017/18 and 2018/19 school years; and
- (2) whether the Administration has plans to increase manpower and provisions to support teaching staff for the early identification of students with special educational needs in mainstream schools? If yes, what are the details and estimated expenditure of the plans? If no, what are the reasons?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 16)

Reply:

(1)

To help public sector mainstream primary and secondary schools provide support to students with special educational needs (SEN), including students with autism spectrum disorders (ASD) or mental illness, the Education Bureau (EDB) has been providing them with additional resources on top of the regular subvention, professional support and teacher training.

In developing a school support model suitable for students with ASD, the EDB has been piloting a 3-tier school support model by phases in mainstream primary and secondary schools since the 2011/12 school year. Under the model, schools will arrange cross-tier support for students with ASD who have greater adjustment problem. Through 1 on 1 training (i.e. Tier 3 support) and after-school group training (i.e. Tier 2 support), students are coached to develop various appropriate social adaptive skills and abilities. Besides, teachers will make good use of opportunities in regular classes to let students apply and

practise the skills that they have learned at Tier 2 and Tier 3 support so that they can use the related skills in real situations (i.e. Tier 1 support), hence improving their adaptive abilities in learning, social and emotional aspects and facilitating them to effectively integrate into classroom learning and community.

Building on the developed support model which has been empirically-validated for primary and junior secondary students with ASD, we continue to develop more evidence-based instructional strategies and resources appropriate for high functioning students with ASD attending senior secondary schools in the 2017/18 and 2018/19 school years. The effective practices would be consolidated and compiled into an operational manual for the reference of other schools.

Besides, we continue to provide additional after-school group training for students with ASD studying in mainstream schools through the JC A-Connect : Jockey Club Autism Support Network in the 2017/18 school year to enhance their various social adaptive skills and abilities, thus facilitating their integration into school life and effective learning.

The EDB also encourages schools to adopt a tiered support model to promote students' mental health and support students with mental health needs (including students with mental illness) in three tiers. Tier 1 refers to early identification of vulnerable students, quality classroom teaching and guidance programme for students with transient or mild learning or adjustment difficulties to prevent the problem from worsening. Tier 2 refers to additional support for students with persistent learning or adjustment difficulties, such as small group counselling. Tier 3 refers to in-depth professional assessment and intensive individualised support for students with severe learning or adjustment difficulties, including drawing up an Individual Education Plan.

Starting from the 2017/18 school year, the Learning Support Grant provided by the EDB to public sector mainstream primary and secondary schools for students with SEN is expanded to cover students with mental illness, so that schools can utilise the additional resources to strengthen their support for these students to cater for their learning, social, emotional and behavioural needs. The EDB has also developed various teaching resources such as the "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" co-developed by the EDB and the Hospital Authority (HA) to help schools identify and provide support for students with mental illness (including depression, anxiety disorders and psychosis).

Multi-disciplinary support is needed to care for the needs of students with mental illness in the emotional and mental health aspects. Aside from treatment by healthcare professionals, the school guidance personnel / teachers, school social workers, educational psychologists, etc. will cope with the advice of the healthcare professionals to provide support and guidance to the students. Besides, the Food and Health Bureau, in collaboration with the EDB, HA and the Social Welfare Department, has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through school-based platform, including formulating individual care and support plans for the students, providing multi-disciplinary interventions and monitoring the implementation of the care and support plans through case conferences, etc.

(2)

The “Early Identification and Intervention Programme for Primary One Students with Learning Difficulties” (the EII Programme) is currently implemented in all public sector primary schools. Under the EII Programme, the EDB provides teachers with training and tools. Through the completion of the related “Observation Checklist for Teachers”, teachers identify as early as possible Primary One (P1) students with learning difficulties and arrange early intervention for them. Students whose difficulties are still severe or persistent despite intervention will be referred to specialists for assessment. If teachers suspect that a student might need support in areas other than learning, they can consult the Special Educational Needs Coordinator, Student Support Team (SST) or Student Guidance Personnel for follow-up actions, and discuss with the school-based educational psychologist, speech therapist or other professional as appropriate on the formulation of follow-up and support for the student. The SST will conduct a year-end review on the EII Programme with the school-based educational psychologists every year. According to the data collected by the EDB in each school year, public sector primary schools can identify P1 students with learning difficulties through the EII Programme. To ensure the effectiveness of early identification and intervention of P1 students with learning difficulties, the EDB will continue to strengthen the understanding of schools and teachers about the EII Programme through school visits and teacher training activities such as the EII annual seminar and sharing sessions on good practices.

- End -

CONTROLLING OFFICER'S REPLY

EDB112

(Question Serial No. 0344)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the “educational support for non-Chinese speaking students” mentioned in paragraph 30, would the Government advise this Committee of the following information in connection with the support given to schools to implement the “Chinese Language Curriculum Second Language Learning Framework” in the 2017/18 and 2018/19 school years:

- (1) What is the recurrent provision or estimated expenditure involved?
- (2) What are the specific indicators or methods used to measure the effectiveness of the implementation?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 17)

Reply:

- (1) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools. 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. The estimated expenditure for the related support measures for the 2017/18 and 2018/19 school years is tabulated at Annex.
- (2) EDB has consulted teachers and language experts when formulating the “Learning Framework” and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the “Learning Framework” on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in

different school 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.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2017/18 to 2018/19 school years**

Support measures	Estimated expenditure in the 2017/18 school year \$ million	Estimated expenditure in the 2018/19 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.	258.5 Note	273.4 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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	4.4	5.2
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow parents of NCS students to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.3	2.7
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	7.4	8.2
<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, including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.</p>	2.95	3.25

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 funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB113

(Question Serial No. 0345)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 33 that enrollment of training programmes, Induction Programmes, Initiation Programmes, Summer Bridging Programmes are the key performance measures in respect of services under this programme. Will the Education Bureau inform this Committee of:

(1) how the performance of subsidies for education services for principals and teachers, newly-arrived children, non-Chinese speaking students, educational bodies and National education etc. can be fully reflected by simply measuring the enrollment of above-mentioned programmes; and

(2) apart from the listed 7 indicators, whether the Bureau have other indicators in place, for example feedback from students regarding quality of the programmes; if yes, of the details; if no, of the reasons.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 18)

Reply:

(1) & (2)

The numbers of various programmes, school places and enrollment listed in paragraph 33 of the Controlling Officer's Report (COR) are one type of indicators that can be used to measure performance, mainly reflecting the work of the Education Bureau (EDB) in these areas in terms of "quantity".

This kind of work should also be evaluated by its "quality". EDB has attached great importance to the quality of programmes and support services provided, and has been collecting stakeholders' views on the programmes through different regular mechanisms such as conducting opinion and questionnaire surveys on stakeholders' views, having focus interviews with service providers or conducting interviews to collect stakeholders' views on the programmes. EDB also conducts school visits, discusses programme key points with

speakers, sits in classes to evaluate the appropriateness of the content of programmes and observe the response of participants, holds focus group meetings, organises quality assurance meetings and examines evaluation reports submitted by non-government organisations and schools organising the programmes to review its effectiveness and strives for continuous improvement. This is to ensure that the programmes and support services meet the needs of the participants. As it is not appropriate to express the “quality” aspect of performance by figures or other simple ways, figures are provided in the COR as an indicator of “quantity”.

- End -

CONTROLLING OFFICER'S REPLY**EDB114****(Question Serial No. 2484)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The integrated education policy in mainstream primary and secondary schools has been implemented by the Government since 1997 to enable students with special education needs (SEN) to study in mainstream schools. Would the Government:

(a) tabulate the details, duration, targets and expenditures involved of the subsidies/support measures that have been/are offered to schools since the implementation of the integrated education policy;

(b) tabulate the following information for the school years from 2013/14 to 2017/18:

(i) the number of students studying in mainstream primary and secondary schools by grade level and type of SEN;

(ii) the percentage of students mentioned in (i) out of the total number of students studying in mainstream primary and secondary schools in the territory by grade level;

(iii) the number of students with SEN studying in primary and secondary schools in the territory by severity (i.e. Tiers 1,2 and 3);

(iv) the average unit cost of supporting students with SEN;

(v) the statistics on secondary schools with Individual Education Plans (IEPs) implemented in the territory:

Number of IEPs implemented	Number of schools	
	Primary school	Secondary school
1		
2		
3		
4		

5		
6		
7 or above		
Total		

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 2)

Reply:

(a)

The Government adopts a dual-track mode in providing special education. The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Under the policy of integrated education, other students with special educational needs (SEN) will attend mainstream schools. To support public sector mainstream schools in catering for students with SEN, the EDB has been providing these schools with additional resources, professional support and teacher training. The major measures introduced in these 3 areas over the years are set out in Appendix 1.

In addition, the EDB continuously develops and introduces teaching materials, resource packages and guidelines for teachers' reference and use to support students with different types of SEN. Having regard to the needs of schools and teachers, we organise different thematic seminars, workshops and sharing sessions on good practices every school year. We also organise activities to promote inclusive culture. Announcements of Public Interest, online newsletters and commendation schemes are some of the examples.

The total expenditures involved in measures to support public sector mainstream schools in catering for students with SEN from the 2013/14 to 2017/18 school years are tabulated below:

School year	2013/14	2014/15	2015/16	2016/17	2017/18 (revised estimate)
Expenditure (\$ million)	1,075	1,222	1,310	1,392	1,667

(b)(i) and (ii)

The respective number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and type of SEN from the 2013/14 to 2017/18 school years is set out in Appendix 2. The percentage of these students out of the total number of students studying in public sector mainstream primary and secondary schools is as follows:

School year	2013/14	2014/15	2015/16	2016/17	2017/18
Primary school	6.7%	6.8%	7.3%	7.7%	7.8%
Secondary school	5.1%	6.0%	7.0%	7.8%	8.6%

(b)(iii), (iv) and (v)

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, 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 students with SEN and whether these students may require an IEP, schools are required to record the support and adaptations offered to 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. Learning Support Grant (LSG) is calculated according to the number of students with SEN requiring tier-2 or tier-3 support. The distribution of public sector mainstream primary and secondary schools eligible for LSG, disaggregated by range of number of students with SEN requiring tier-2 and tier-3 support, is set out in Appendix 3.

Since not all schools and students with SEN are receiving the same support services, the funding required may vary. Besides, depending on their responses to intervention, adjustments might have to be made to the support services and level of support required by students with SEN within a school year. Hence, providing the unit cost for students with SEN across all mainstream schools is inappropriate.

Major measures to support public sector mainstream schools in catering for students with SEN

Major measures	Details	2017/18 (revised estimate) (\$ million)
Resource Support Programme for Students with Visual Impairment	The Programme was launched for public sector mainstream primary and secondary schools in 1979. The special school offering the service is provided with additional resource teachers and braillists for offering support services to students with visual impairment (VI) in mainstream schools and special schools not for children with VI.	15.6
Enhanced Support Service for Students with Hearing Impairment	Starting from the 1992/93 school year, Supportive Remedial Service for Children with Hearing Impairment (HI) was launched to support students with HI studying in public sector mainstream primary schools. Enhanced Support Service for Students with HI was launched in the 2002/03 school year with an extended coverage which benefits students with HI studying in mainstream public sector primary and secondary schools. Additional resource teachers, speech therapists (for primary students) and a recurrent grant are provided for participating special schools to render comprehensive support to students with HI studying in mainstream schools.	7.3
Integrated Education Programme	The Whole School Approach to Integrated Education Programme was launched in the 1997/98 school year. Participating schools are provided with additional teachers/learning support assistants and recurrent grants to support students with SEN through the Whole School Approach.	18.5
Intensive Remedial Teaching Programme in Primary Schools	The Programme was launched in the 2000/01 school year. Participating schools are provided with additional teachers to provide intensive remedial support to students with SEN/low academic achievement.	207.2
Top-up Fund	Starting from the 2001/02 school year, schools may apply for a cash grant to procure special furniture and equipment and carry out minor conversion work for students with disabilities.	2.3
Learning Support Grant	The EDB has been providing primary schools with the Learning Support Grant (LSG) under the New Funding Mode since the 2003/04 school year. The LSG has also been provided to secondary schools starting from	589.6

	the 2008/09 school year. Schools are provided with a cash grant for hiring of services/employment of teachers to provide school-based remedial services for students with SEN/low academic achievement (applicable to primary schools).	
Special Schools cum Resource Centres	The scheme has been introduced to public sector mainstream primary and secondary schools since the 2003/04 school year. Participating special schools are provided with a cash grant to enhance their manpower capacity to enable them to share their experience and expertise with teachers in mainstream schools for empowering them to support students with SEN.	4.0
Professional Development Schools Scheme	The scheme was launched in the 2005/06 school year. Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with SEN.	0.5
Resource Schools on Whole School Approach	The scheme was launched in the 2005/06 school year. Resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with SEN.	2.8
Additional Teachers to Support Academic Low Achievers	Starting from the 2006/07 school year, schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers, with a view to supporting academic low achievers.	359.6
Enhanced Speech Therapy Grant	The Enhanced Speech Therapy Grant was introduced to eligible primary schools in the 2006/07 school year, and was subsequently regularised in the 2009/10 school year. Schools are provided with a cash grant for employing their own school-based speech therapists or procuring school-based speech therapy services to support students with speech and language impairment.	62.8
Teacher Training	A professional development framework has been implemented for teachers since the 2007/08 school year. Professional development programmes and other theme-based training activities are provided for primary and secondary school teachers.	69.9
Intensive Support Grant for Hardcore Cases of Students with SEN	Starting from the 2007/08 school year, schools are provided with a cash grant to employ teaching assistants on a temporary basis for supporting students who have imminent needs for highly intensive support.	7.7

School-based Educational Psychology Service	The Service was launched in the 2008/09 school year to help public sector primary and secondary schools cater for students' diverse educational needs.	155.7
Special Educational Needs Coordinator	Starting from the 2017/18 school year, by phases in 3 years, each public sector mainstream primary or secondary school will be provided with an additional teaching post on school establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator to support integrated education.	163.8

**Number of students with SEN studying in
public sector mainstream primary and secondary schools
from the 2013/14 to 2017/18 school years** ^(Note 1)

Specific Learning Difficulties	P1 (Note 2)	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
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	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
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

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
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

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
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

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
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

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
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

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
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

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
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Note:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The number of Primary 1 students with SEN listed above refers to the position as at September of the respective year. The number will increase during the school year through early identification.

Table 1

Distribution of public sector mainstream primary and secondary schools eligible for LSG, disaggregated by the number of students with SEN requiring tier-2 support, from the 2013/14 to 2017/18 school years

No. of students with SEN requiring tier-2 support	No. of schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	17	1	7	0	2	1	2	9	1
1 to 10	18	107	15	92	15	81	11	57	41	50
11 to 20	35	65	28	72	26	72	26	77	23	67
21 to 30	53	33	47	41	35	49	26	56	19	57
31 to 40	62	38	56	27	55	27	47	27	47	34
41 to 50	66	22	68	31	63	22	62	26	57	30
51 to 60	44	27	52	31	51	25	62	19	65	21
61 to 70	16	29	23	17	33	21	37	25	41	21
71 to 80	3	11	10	21	19	25	22	25	28	14
81 to 90	3	11	3	16	7	17	9	15	10	23
91 to 100	0	10	1	8	4	13	8	18	8	18
Over 100	0	12	0	20	2	28	3	35	7	49

Table 2

Distribution of public sector mainstream primary and secondary schools eligible for LSG, disaggregated by the number of students with SEN requiring tier-3 support, from the 2013/14 to 2017/18 school years

No. of students with SEN requiring tier-3 support	No. of schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	39	90	41	90	42	77	39	72	66	60
1 to 5	243	281	243	284	253	294	259	295	270	309
6 to 10	16	7	14	5	10	6	11	8	12	9
11 to 15	0	2	2	1	1	3	1	4	3	1
16 to 20	0	0	0	0	1	0	2	1	1	3
Over 20	3	2	4	3	3	2	2	2	3	3

- End -

CONTROLLING OFFICER'S REPLY**EDB115****(Question Serial No. 2486)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (1) Director of Bureau's OfficeControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work, providing administrative support, and planning and coordinating the Secretary's public, media and community functions. Please provide the following information:

(a) The political work undertaken by the Secretary for Education in the past 5 years:

	Descriptions	Nature/ Details	Dates/ Duration	Detailed Expenditures	Current Position	Incumbent Secretary
1.						
2.						
3.						

(b) Local and overseas activities attended by the Secretary for Education in the past 5 years:

	Name of Public/Media/ Community Function	Purpose of Attendance/ Role	Dates/ Duration	Incumbent Secretary	Entourage (Name/ Post Title)	Detailed Expenditures
1.						
2.						

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 12)

Reply:

The Secretary for Education (SED) attends from time to time various local activities to cultivate contacts with different sectors of the community, heed their views on education policies and measures, and solicit their support for the work of the Education Bureau (EDB). We have not kept statistics on the local activities attended by SED. Hence, we are unable to

provide the requested information. Expenditure incurred, if any, in connection with the attendance at such activities has already been reflected in the operating expenses of EDB. Information about the duty visits outside Hong Kong made by SED is at the Annex.

**Duty visits outside Hong Kong made by
Secretary for Education (SED)**

(1) From 1 April 2013 to 30 June 2017

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 & 26 June 2013	Singapore	To officiate at the International Student Seminar and deliver a speech as officiating guest at the invitation of the Vocational Training Council and local vocational training organisations, to indicate support for over 300 participating Hong Kong teachers and students, and to 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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))
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
2 & 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 to 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 in an exchange visit to Jakarta, and to 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 at the invitation of 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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)
28 February to 2 March 2014	Shanghai	To attend the International Convention on Science of Learning upon invitation, 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, and to examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and teacher representatives from around the world	1	- [Hotel accommodation sponsored by the New Zealand Ministry of Education in the amount of around \$7,300]	53,250	11,075 [In-town transport sponsored by the New Zealand Ministry of Education in the amount of around \$4,000]	64,325
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland and observe their education systems, and 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 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 to 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	To attend 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)	Size 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 & 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, to attend and deliver a speech at a forum on digital education, and to 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 and 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)	Size 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 & 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote Hong Kong's education, and to 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 and 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	To attend a working meeting with the 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)	Size 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 & 8 May 2015	Zhuhai	To deliver a speech upon invitation at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist University, and to hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070
18 & 19 May 2015	Guangzhou and Zhongshan	To attend 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 overnight stay	No air passage (by car)	7,390	7,390
24 & 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)	Size 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)
17 & 18 July 2015	Beijing	To officiate at the 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)	To pay a duty visit to USA/EU and exchange views with funding and research agencies in the higher education sector on education/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 education 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)	Size 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 & 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the 8 University Grants Committee (UGC)-funded institutions in 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 & 28 January 2016	Beijing	To meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies in 2016	2	4,825	23,000	5,803	33,628
10 to 12 May 2016	Chengdu	To join a delegation 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)	Size 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 officials of the Shenzhen Municipal Education Bureau, and to 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 & 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting, and to conduct education exchanges in Shenzhen and Guangzhou	2	3,956	No air passage (by car)	7,312	11,268
17 & 18 August 2016	Beijing	To have meetings with officials of 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)	Size 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 officials of 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 & 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 & 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 & 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)	Size 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 & 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 cooperation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 & 15 February 2017	Beijing	To have meetings with officials of 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 cooperation, 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 & 11 March 2017	Haikou	To have a meeting with officials of 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote cooperation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009
26 to 28 April 2017	Vietnam	To meet with local education officials and university management to explore opportunities for promoting cooperation between higher education institutions of the two places, and to deliberate on the agreement and measures for extending the "Belt and Road" Scholarship to Vietnam	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	15,652	14,617	30,269
21 to 24 May 2017	United Kingdom	To attend and speak at the Going Global 2017, and to hold bilateral meetings with education officials from around the world	2	14,896	84,367	43,788	143,051
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 UGC-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no over-night stay	No air passage (by car)	7,646	7,646
13 to 16 June 2017	Myanmar	To have a meeting with the Union Minister of Education of Myanmar, at which both sides agreed to follow up on and finalise a memorandum of understanding on education cooperation, with a view to providing a foundation for further cooperation on the education front	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	1,459 (The expenditure covers departure tax, passenger security charge and airport construction fee; the flight ticket was redeemed with flight award)	16,841	18,300
16 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education cooperation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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))
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education cooperation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2018

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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))
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226
21 to 25 January 2018	United Kingdom	To speak at the Education World Forum and hold bilateral meetings with individual education ministers attending the Forum, to visit the Department for Education of the UK, Chartered College of Teaching and British Council, to visit the British Educational Training & Technology Show, and to meet with Hong Kong teachers who were on study tour in UK	2	32,639	160,508	12,292	205,439

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) 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 such factors as 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. Subsistence allowance was 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 transport.

- End -

CONTROLLING OFFICER'S REPLY**EDB116****(Question Serial No. 2487)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Public sector primary, secondary and special schools are receiving various government grants. Some of these grants are kept in place while some have been cancelled due to various reasons. Regarding the school years from 2011/12 to 2017/18, would the Government inform this Committee of the following:

	Name of grant	Type of grant (e.g. general/special domain; recurrent/non-recurrent grant)	Reason for cancellation	No. of teaching posts reduced	Type of teaching post	Amount of funding involved
1.						
2.						

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 15)Reply:

The Education Bureau (EDB) reviews, consolidates and rationalises the provision to schools from time to time. In the school years from 2011/12 to 2017/18, the EDB ceased the provision of 2 recurrent grants for public sector schools, i.e. the Chinese Extensive Reading Scheme Grant and the English Extensive Reading Scheme Grant, with effect from the 2016/17 school year.

In the 2015/16 school year, the EDB provided each public sector primary and secondary school (including some special schools) with grants ranging from about \$8,000 to \$34,000 in total under the Chinese and English Extensive Reading Schemes to purchase Chinese and English reading materials for students. To move along with the times as well as to

accommodate the change in students' reading patterns, the promotion of reading is not limited to the Chinese and English Extensive Reading Schemes. In light of this, upon consultation with primary and secondary school councils, the EDB decided to cease the provision of the Chinese Extensive Reading Scheme Grant and the English Extensive Reading Scheme Grant for public sector schools with effect from the 2016/17 school year to ensure that public funds are used properly and meeting the evolving needs. Still, schools are provided with sufficient resources under the Operating Expenses Block Grant (OEBG) and the Expanded Operating Expenses Block Grant (EOEBG) for deployment, including the School and Class Grant, the Consolidated Subject Grant and the Composite Information Technology Grant, to purchase books, multi-media reading materials, online e-databases, etc. for students.

The Chinese Extensive Reading Scheme Grant and the English Extensive Reading Scheme Grant were constituent grants under the OEBG/EOEBG for aided schools or under the Expanded Subject and Curriculum Block Grant for government schools, and thus we do not have any record on the relevant expenditure breakdown. As the grants concerned cannot be used to hire teachers, we do not have information on the teaching posts involved.

- End -

CONTROLLING OFFICER'S REPLY

EDB117

(Question Serial No. 2488)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has been implementing the integrated education policy in mainstream primary and secondary schools in Hong Kong for twenty years. In the past, the EDB would always provide the grant rates of the Learning Support Grant (LSG) per annum per student with special educational needs (SEN), the basic provision per school per annum and the ceiling per school per annum. Nevertheless, the EDB changed the practice in its reply for the examination of estimates of expenditure last year by saying that “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” and refused to provide the amount for 2016-17. Please advise this Committee of the following:

(a) Why providing the related figures in the past would not be misleading and last year the EDB suddenly found that providing the figures would be misleading? Would the EDB please explain the reasons?

(b) Please tabulate the LSG per student with SEN, the basic provision per school and the ceiling per school from the 2012/13 to 2017/18 school years.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 27)

Reply:

(a) & (b)

To help public sector mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources on the top of the regular subvention, including the Learning Support Grant (LSG). Provision of the LSG is based on the number of students with SEN and the tier of support

the students require. To enhance the support for schools in catering for students with SEN, the EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum in 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. Information on the latest grant rates and ceiling of the LSG has been uploaded to the EDB website.

The EDB has been providing information relating to the LSG according to the questions raised by Committee Members in examining the Estimates of Expenditure. With reference to last year's Reply Serial No. EDB585, the information we provided includes the grant per annum per student requiring tier-2 support and tier-3 support, the basic provision per school per annum for the first 1 to 6 students requiring tier-3 support, and the ceiling of LSG per school per annum in the 2016/17 school year. In response to this question, we have set out information relating to the LSG from the 2012/13 to the 2017/18 school years in the table below:

School Year	Learning Support Grant (\$)			
	Basic Provision ^{Note 1}	Tier-3 Support ^{Note 2}	Tier-2 Support ^{Note 3}	Grant Ceiling ^{Note 4}
2012/13	120,000	20,000	10,000	1,000,000
2013/14	120,000	20,000	10,000	1,500,000
2014/15	156,000	26,000	13,000	1,500,000
2015/16	160,836	26,806	13,403	1,546,500
2016/17	164,700	27,450	13,725	1,583,616
2017/18	167,832	27,972	13,986	1,613,705

Note:

1. The basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support.
2. The grant rate per student per annum for the seventh and each of the other students requiring tier-3 support.
3. The grant rate per annum for each student requiring tier-2 support.
4. The grant ceiling per school per annum.

In fact, the EDB has all along encouraged schools to 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. Therefore, it has been our view that providing the information on LSG given for the students requiring tier-2 and tier-3 support (excluding the basic provision) is not meaningful and can be misleading. We have expressed the same view in both Reply Serial No. EDB519 in 2016-17 and Reply Serial No. EDB482 in 2017-18. As a matter of fact, the amount of resources devolved on the students' learning should generally exceed the amount of LSG provided. Moreover, the circumstances of each school are different. We therefore have replied as above.

- End -

CONTROLLING OFFICER'S REPLY

EDB118

(Question Serial No. 2490)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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 from the 2013/14 to 2017/18 school years:

- (a) By grade and ethnicity, the number of NCS students admitted to mainstream primary and secondary schools in each of the 18 districts;
- (b) By grade and ethnicity, the number of NCS students with special educational needs (SEN) studying in mainstream primary and secondary schools;
- (c) By grade and SEN type, the number of NCS students with SEN studying in mainstream primary and secondary schools;
- (d) The number of mainstream primary and secondary schools which have admitted NCS students; and
- (e) The provisions and support measures for the schools concerned, as well as the details and amount involved.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 112)

Reply:

- (a) As the ethnicities of non-Chinese speaking (NCS) students can be categorised into at least 10 types, the composition would be highly complicated if the number of NCS students is presented by ethnicity, district and grade in primary and secondary schools. Hence, figures on ethnicities of NCS students are set out separately. Based on the information collected through the annual Student Enrolment Survey, from the 2013/14 to 2017/18 school years, the number of NCS ethnic minority (EM) students studying in

public sector mainstream primary and secondary schools by ethnicity is tabulated at Annex A1, and the number of NCS students in mainstream primary and secondary schools by district and grade is tabulated at Annex A2. 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.

- (b) The number of NCS EM students with special educational needs (SEN) in public sector mainstream primary and secondary schools by grade and by ethnicity from the 2013/14 to 2017/18 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 SEN type from the 2013/14 to 2017/18 school years is tabulated at Annex C.
- (d) The number of public sector and Direct Subsidy Scheme (DSS) mainstream primary and secondary schools admitting NCS students from the 2013/14 to 2017/18 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 education support measures for NCS students, which are also applicable to NCS students with SEN, and the expenditure involved from the 2013/14 to 2017/18 school years are tabulated at Annex E.

To help public sector mainstream schools cater for students with SEN, including NCS students with SEN, the Education Bureau (EDB) has been providing these schools with additional resources on top of regular subvention, professional support and teacher training. 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 academic low achievers, Top-up Fund for procurement of special furniture and equipment, and Intensive Support Grant for hardcore cases, etc.. Starting from the 2017/18 school year, EDB will, by phases in 3 years, provide each public sector mainstream primary or secondary school with an additional permanent teaching post within the establishment so that schools could assign a designated teacher as Special Educational Needs Coordinator to support integrated education. Schools should deploy school resources holistically and flexibly to render appropriate support services to students with SEN, such as employing additional teachers or 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 measures and services. For budgetary purpose, the total expenditure on additional support measures 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 2013/14 to 2017/18 school years is tabulated below:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Expenditure (\$ million)	1,075	1,222	1,310	1,392	1,667 (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 (NCS) ethnic minority students in primary and secondary schools
by ethnicity from the 2013/14 to 2017/18 school years**

	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Indonesian	76	38	98	47	115	57	128	72	142	82
Filipino	1 275	1 365	1 285	1 448	1 290	1 510	1 309	1 508	1 328	1 529
Indian	962	1 147	923	1 196	944	1 223	970	1 201	965	1 240
Pakistani	2 921	2 394	3 029	2 607	3 021	2 848	3 121	2 890	3 209	3 058
Nepalese	1 346	1 174	1 434	1 269	1 572	1 325	1 671	1 364	1 776	1 358
Japanese	69	70	83	66	95	57	113	59	116	66
Thai	141	87	143	107	158	115	161	134	171	158
Korean	25	45	37	57	44	50	53	55	66	61
Other Asian	42	48	201	181	230	205	227	213	224	240
White	428	138	492	180	496	218	567	217	600	218
Others	476	447	363	354	373	390	374	421	412	497
Total	7 761	6 953	8 088	7 512	8 338	7 998	8 694	8 134	9 009	8 507

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include students in special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**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

Number of non-Chinese speaking students in primary and secondary schools by district and by grade in the 2013/14 school year (cont'd)

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

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2014/15 school year (cont'd)**

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

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2015/16 school year (cont'd)**

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

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2016/17 school year (cont'd)**

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

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2017/18 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	130	114	116	119	108	69	656
Wan Chai	178	202	182	150	172	150	1 034
Eastern	36	50	33	35	30	27	211
Southern	6	11	7	7	8	5	44
Yau Tsim Mong	181	192	207	203	179	159	1 121
Sham Shui Po	141	145	172	166	130	132	886
Kowloon City	69	63	63	53	66	80	394
Wong Tai Sin	51	53	48	58	60	37	307
Kwun Tong	122	125	127	138	153	149	814
Sai Kung	61	46	39	35	30	33	244
Sha Tin	23	18	12	22	25	31	131
Tai Po	14	26	23	21	21	10	115
North	3	3	6	10	0	4	26
Yuen Long	163	162	168	160	164	140	957
Tuen Mun	109	111	112	135	121	108	696
Tsuen Wan	19	15	15	10	5	11	75
Kwai Tsing	149	152	167	167	152	158	945
Islands	170	182	173	155	159	127	966
All Districts	1 625	1 670	1 670	1 644	1 583	1 430	9 622

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2017/18 school year (cont'd)**

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	40	37	26	32	17	22	174
Wan Chai	172	161	139	129	78	84	763
Eastern	129	100	127	99	95	69	619
Southern	39	18	21	24	18	16	136
Yau Tsim Mong	117	106	126	136	111	123	719
Sham Shui Po	347	348	316	264	250	232	1 757
Kowloon City	64	60	60	64	33	44	325
Wong Tai Sin	26	17	14	10	5	7	79
Kwun Tong	128	151	200	171	152	193	995
Sai Kung	113	97	103	100	64	47	524
Sha Tin	28	19	19	8	148	143	365
Tai Po	16	12	11	8	12	3	62
North	0	0	1	4	0	2	7
Yuen Long	139	126	112	94	59	53	583
Tuen Mun	177	128	175	193	131	155	959
Tsuen Wan	8	12	8	12	13	7	60
Kwai Tsing	43	40	45	41	42	32	243
Islands	186	188	169	171	148	151	1 013
All Districts	1 772	1 620	1 672	1 560	1 376	1 383	9 383

Notes:

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

**Number of non-Chinese speaking ethnic minority students
with special educational needs (SEN)
in public sector mainstream primary and secondary schools
by grade and by ethnicity from the 2013/14 to 2017/18 school years**

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

2017/18 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	1	4	0	0	2	0	1	0	0	0	0
Filipino	2	5	8	5	9	8	5	3	3	5	3	3
Indian	0	6	7	2	2	3	4	1	0	2	2	1
Pakistani	1	10	14	19	38	34	23	17	21	14	13	7
Nepalese	3	16	13	11	6	4	3	1	2	2	1	1
Japanese	0	0	0	0	1	0	1	0	0	0	0	0
Thai	0	3	5	3	6	5	5	4	1	0	0	0
Korean	0	0	1	1	0	0	0	0	0	0	0	0
Other Asian	0	0	0	0	1	0	0	0	0	0	1	0
White	1	2	5	2	4	6	0	1	0	1	0	0
Others	0	2	6	7	6	3	8	4	5	1	1	1

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Figures do not include students in Direct Subsidy Scheme schools and special schools.

**Number of non-Chinese speaking students with special educational needs (SEN)
in public sector mainstream primary and secondary schools
by grade and by major SEN type from the 2013/14 to 2017/18 school years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	0	2	18	14	37	34	21	14	15	14	12	7

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	2	10	7	7	9	9	15	9	13	14	10	5

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	6	8	11	4	6	5	3	3	1	3	1	1

Attention Deficit/Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	0	1	7	4	6	5	5	4	1	1	2	5

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	0	0	1	0	0	0	0	1	0	1	0	0

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	0	0	0	0	0	0	0	0	0	0	1	0

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	1	1	0	0	1	3	1	0	1	1	0	0

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	0	29	28	26	24	13	10	6	3	2	2	0

Notes:

1. Figures refer to the position as at September of the respective school years. Starting from the 2017/18 school year, EDB provides public sector mainstream primary and secondary schools with Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures do not include students in Direct Subsidy Scheme schools and special schools.

**Number of primary and secondary schools with non-Chinese speaking students
from the 2013/14 to 2017/18 school years**

Level	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
Primary (Primary 1 – 6)	320	321	329	325	325
Secondary (Secondary 1 – 6)	267	267	279	274	291

Notes:

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

**Educational support measures for non-Chinese speaking (NCS) students
from the 2013/14 to 2017/18 school years**

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.	61.3	197.8	224.0	245.1	258.5
Starting from the 2014/15 school year, funding support and school-based professional support have been greatly enhanced 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	Note	Note	Note	Note	Note

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
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.					
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 \$2.6 million to continue with the development of teaching reference materials and assessment tools Note	3.0 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.

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	2.6	3.8	3.7	3.9	4.4
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	21.0	-	-	-	-

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
<p>programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, given the aforementioned revised arrangement on the provision of additional recurrent funding to schools admitting NCS students, 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>					
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow parents of NCS students to accompany their children with a</p>	2.5	2.8	2.6	2.6	2.3

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
view to enhancing their exposure to, and use of, Chinese and support for their children.					
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	2.3	4.4	6.7	7.4
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 other non-local Chinese examinations	1.33	1.87	2.09	2.58	2.95

Support measures	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	Actual expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
including the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.					

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 under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB119

(Question Serial No. 2492)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Pilot Project on Special Educational Needs Coordinators (SENCOs) (the pilot project) is regularised and will be extended to all public sector primary and secondary schools in the territory in phases over 3 years. The Administration will provide each public sector primary or secondary school with an additional Assistant Primary School Master/Mistress post or Graduate Master/Mistress post in the teaching establishment to facilitate the assignment of a designated teacher to take up the role of SENCO. In this connection, please inform this Committee:

- (a) How many primary and secondary school teachers are employed respectively in the 2017/18 school year as a result of the regularisation of the pilot project? How much is the salary expenditure involved?
- (b) How many primary and secondary schools are involved in the 2017/18 school year?
- (c) Do all teachers employed under the pilot project take up the role of SENCO? Or, do schools employ a new teacher with the post provided while the role of SENCO is taken up by experienced current teachers through internal deployment? If the latter case is true, what is the number of such teachers? What relevant qualifications do they have? Does the Administration compile statistics in this regard? If no, what are the reasons?
- (d) How many primary and secondary school teachers respectively are anticipated to be employed in the next school year (i.e. the 2018/19 school year) as a result of the extension of the pilot project? How much will be the salary expenditure involved?

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 139)

Reply:

(a), (b) and (d)

Starting from the 2017/18 school year, each public sector mainstream primary or secondary school is provided with an additional teaching post to facilitate the school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO). In the 2017/18 school year, 244 public sector mainstream schools (126 primary schools and 118 secondary schools) are given the provision of SENCO and the revised estimated expenditure is around \$164 million. In the 2018/19 school year, the initiative will be further implemented at about 35% of public sector mainstream schools on top of the 244 schools mentioned above, and the estimated expenditure is around \$357 million.

(c)

When assigning a teacher as SENCO, schools should give thorough consideration to the teacher's years of teaching experience, work experience and relevant qualifications. Basically, the teacher assuming the SENCO role should have at least 3 years of experience in teaching and in promoting integrated education (IE), and should have received training in special education, such as having completed the Basic, Advanced and Thematic Courses on supporting students with special educational needs offered by tertiary institutions under the commission of the EDB, or holding equivalent qualifications. All the 244 SENCOs appointed in the current school year meet the EDB's requirements in connection with experience in teaching and in promoting IE. Of these SENCOs, 80% have acquired the necessary qualifications in special education training, and the remaining are expected to complete the training in special education by the end of 2018. Under the principle of school-based management, schools may, having regard to the above requirements, either assign a teacher as SENCO through internal deployment or employ a teacher as SENCO based on the school context and development needs. According to our understanding, most schools have appointed a suitable teacher as SENCO through internal deployment.

- End -

CONTROLLING OFFICER'S REPLY

EDB120

(Question Serial No. 2493)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government will commit an additional annual expenditure of \$26 million to increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. In this connection, would the Government advise this Committee on the following:

- (a) What are the details of the new initiative, including the number of additional nurses and their starting pay and experiences, as well as all the expenditure items involved? Please tabulate the information by school type;
- (b) Will the amount of funding be annually adjusted and/or regularly reviewed with a view to enhancing the funding support for special schools? If yes, what are the details and the timetable? If no, what are the reasons?
- (c) Will the new initiative be regularly reviewed to see, for example, if there is sufficient manpower of nursing staff and if the provision of additional medical support is necessary? If yes, what are the details and the timetable? If no, what are the reasons?

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 141)

Reply:

(a) to (c)

Starting from the 2018/19 school year, the Education Bureau (EDB) will provide an additional school nurse to schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the school nurse provision will be expanded to cover the school for children with visual impairment and the school for children with hearing

impairment, so that these schools will each have a school nurse to strengthen their support for students with care needs. It is expected that the above will involve an additional provision of 51 school nurses and an estimated additional annual expenditure of around \$26 million. Details are set out at the Appendix.

School nurses are paid by the Salaries Grant, with the starting salary point at Master Pay Scale Point 15 at present. Since the pay scale of school nurse is linked to that of civil servants, their salaries will be adjusted in accordance with the pay adjustment for civil servants.

To improve the problem of manpower supply, EDB has requested universities to increase their training capacity and encouraged self-financing post-secondary education sector to offer designated programmes, including nursing programmes through Study Subsidy Scheme for Designated Professions/Sectors to nurture talent in support of specific industries with keen demand for human resources. To alleviate the recruitment difficulties of nurses, special schools may choose to freeze some of the nurse vacancies in exchange for cash grant to recruit temporary staff or hire related services. EDB will continue to review the various kinds of support provided for special schools and the implementation of related measures so as to strengthen support for special school students.

**Number of special schools by type
and the school nurse establishment under the enhancement measure**

School Type	Number of schools	Number of students	School nurse establishment	
			Existing	Under the enhancement measure with effect from the 2018/19 school year
School for children with physical disability	7	(a) 40 – 129 (b) 130 or more	(a) 1	(a) 2
School for children with severe intellectual disability	10		(b) 2	(b) 3
School for children with mild intellectual disability	12	40 or more	1	2
School for children with moderate intellectual disability	14			
School for children with mild and moderate intellectual disability	5			
School for children with visual impairment cum intellectual disability	1			
School for children with visual impairment	1	All students in the school	Not applicable	1
School for children with hearing impairment	1			

- End -

CONTROLLING OFFICER'S REPLY

EDB121

(Question Serial No. 2494)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

With regard to the increased provision of \$3.6 billion new education resources for the implementation of priority measures to support quality education by providing an occupational therapist and an occupational therapist assistant to schools for children with mild intellectual disability, schools for children with moderate intellectual disability, school for children with visual impairment and school for children with hearing impairment, will the Government inform this Committee of:

(a) the salaries of the additional occupational therapist and occupational therapist assistant and the breakdown on the expenditures involved by type of school in tabular form;

(b) details regarding the type, number of staff and salaries of professional staff support currently provided to the schools; and

(c) whether the Government will conduct regular review on the new measures, for example reviewing the adequacy of the manpower of occupational therapist, the need for additional medical support; if yes, the details and timetable; if no, the reason for that.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 142)

Reply:

(a) and (b)

Starting from the 2017/18 school year, the Education Bureau (EDB) provides occupational therapists (OT) and occupational therapist assistants (OTA) to schools for children with mild intellectual disability (ID), schools for children with moderate ID, the school for children with visual impairment (VI) and the school for children with hearing impairment (HI). 1 OT II and 1 OTA are provided to special schools under the above categories operating 6 or more approved classes. In the 2017/18 school year, a total of 34 special

schools have benefited from the measure, with an estimated additional expenditure of about \$30 million. Details by type of school are as follows:

Type of school	No. of school	No. of OT II received	No. of OTA received
School for children with mild intellectual disability	12	1	1
School for children with moderate intellectual disability	14		
School for children with mild and moderate intellectual disability	5	2	2
School for children with visual impairment	2	1	1
School for children with hearing impairment	1		

With reference to the Civil Service Pay Scales (with effect from 1 April 2017), salaries of OT II and OTA are as follows:

Post	Salary
Occupational Therapist II	\$27,485 – \$44,415
Occupational Therapist Assistant	\$18,205 – \$28,865

(c)

EDB will continue to review the manpower and resources provided to special schools. It is announced in the 2018-19 Budget Speech that additional school nurses will be provided to schools for children with ID, schools for children with physical disability and the school for children with VI cum ID. Besides, school nurses will also be provided to the school for children with VI and the school for children with HI. It is estimated that there will be an increase of 51 school nurses in total. To improve the problem of manpower supply, EDB has requested universities to increase their training capacity and encouraged self-financing post-secondary education sector to offer designated programmes, including nursing programmes through Study Subsidy Scheme for Designated Professions/Sectors to nurture talent in support of specific industries with keen demand for human resources. To alleviate the recruitment difficulties of OT, special schools may choose to freeze some of the OT vacancies in exchange for cash grant to recruit temporary staff or hire related services.

- End -

CONTROLLING OFFICER'S REPLY

EDB122

(Question Serial No. 3140)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The estimated expenditure for special education in 2018-19 is \$2,726.60 million, which is 11.2% higher than the 2017-18 original estimate. Would 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. (LegCo use): 13)

Reply:

The provision for 2018-19 under Programme (5) Special Education is \$275 million or 11.2% higher than the original estimate for 2017-18. This is mainly due to the increased provision for salaries grant arising from the increase in teacher-to-class ratio and the 2017 upward pay adjustment, as well as the increased provision for other grants to schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB123

(Question Serial No. 0297)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Budget proposes to enhance the current provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector ordinary primary schools with a view to strengthening student guidance service in public sector primary schools. However, primary schools now adopt the Comprehensive Student Guidance Service of which the service is selected by tendering and awarded to the lowest bid. Also, the tendering exercise must be conducted every 3 years. This mechanism is being criticised for rendering the student guidance service unable to ensure its quality and maintain continuity. Would the Government please inform this committee of the following:

1. The respective numbers of social worker, Student Guidance Officer and teacher employed by primary schools in the territory to implement the Comprehensive Student Guidance Service and the expenditures involved in the past 3 years? How many schools employed more than 1 person as student guidance personnel?
2. While enhancing the provision, will the Government at the same time review the existing tendering system and the requirement of retendering every 3 years?

Asked by: Hon LAU Ip-keung, Kenneth (Member Question No. (LegCo use): 21)

Reply:

1. The number of public sector primary schools provided with Student Guidance Officer, Student Guidance Teacher and the Student Guidance Service Grant (SGS Grant) in the past 3 years (i.e. from the 2015/16 to 2017/18 school years) and the total expenditure involved are as follows:

Student Guidance Services Provided		2015/16 School Year	2016/17 School Year	2017/18 School Year
Student Guidance Officers	Number of Schools	12	10	7
	Total Expenditure (\$ million)	5.9	6.1	4.4 (Estimated Expenditure)
Student Guidance Teachers	Number of Schools	125	121	119
	Total Expenditure (\$ million)	88.1	90.1	91.0 (Estimated Expenditure)
Student Guidance Service Grant to employ student guidance personnel	Number of Schools	317	323	328
Student Guidance Service Grant (including Top-up Grant)	Total Expenditure (\$ million)	225.6	239.6	254.3 (Estimated Expenditure)

Under school-based management, schools are entrusted with the responsibility, and thus are held accountable for effective use of the SGS Grant for its intended purposes. As schools can flexibly deploy the SGS Grant to employ staff or procure services from organisations and need not provide the Education Bureau (EDB) with details of their use of the SGS Grant, we do not have the data and information required. However, to ensure the proper utilisation of Government resources by schools, the EDB examines the annual audited financial statements submitted by schools every year. School visits are also conducted to keep in view the implementation of Comprehensive Student Guidance Service and the use of resources in schools.

2. Under the principles of openness and fairness, schools should have competitive quotation/tendering exercises at regular intervals for service procurement. Under normal circumstances, the contract period for any service provider should not exceed 3 years. Nevertheless, to ensure the stability of social work services, schools may consider drawing up contracts with a longer contract period, such as 5 years, under this special circumstance with full justification. The EDB will inform schools on the points to note on drawing up contracts with a longer contract period.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0219)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

To cater for students with care needs, the Government will increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. The additional annual expenditure is expected to be around \$26 million. Please provide the current number of the above schools, the number of schools that will be granted the additional funding, the number of students and nurses involved, and the nurse-student ratio.

Asked by: Hon LEE Kok-long, Joseph (Member Question No. (LegCo use): 30)

Reply:

Starting from the 2018/19 school year, the Education Bureau will provide an additional school nurse for schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the school nurse establishment will be expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools will each have a school nurse to strengthen their support for students with care needs. It is expected that the above will involve an additional provision of 51 school nurses. All students studying in the above-mentioned schools will benefit from the enhancement measure. Details are at the Appendix.

**Number of special schools by type
and the school nurse establishment under the enhancement measure**

School Type	Number of schools	Number of students	School nurse establishment	
			Existing	Under the enhancement measure with effect from the 2018/19 school year
School for children with physical disability	7	(a) 40 - 129	(a) 1	(a) 2
School for children with severe intellectual disability	10	(b) 130 or more	(b) 2	(b) 3
School for children with mild intellectual disability	12	40 or more	1	2
School for children with moderate intellectual disability	14			
School for children with mild and moderate intellectual disability	5			
School for children with visual impairment cum intellectual disability	1			
School for children with visual impairment	1	All students in the school	Not applicable	1
School for children with hearing impairment	1			

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 1880)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 15)

Reply:

As at March 2018, there are a total of 23 reserved school sites (including primary, secondary and special school use) in the territory having completed the relevant technical feasibility study 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 23 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 4 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 3 reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced; project on 1 reserved school site was approved in the LegCo Session in 2016-17 with the school building works commenced in 2017; while funding approval for project on another reserved school site has just been obtained from the FC in the current LegCo Session. For the remaining 14 sites, 4 fall within a private development project or site availability being 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	2 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	(ii)
4	Kowloon City	Ho Man Tin	7 800	Primary School	24	(iii)
5	Kowloon City	Kowloon Tong	7 700	2 Special Schools	12 and 24 respectively	(ii)
6	Kowloon City	Kai Tak Development	6 100	Primary School	30	(ii)
7	Kwun Tong	Anderson Road	7 500	Secondary School	30	(ii)
8	Kwun Tong	Anderson Road	6 500	Primary School	30	(i)
9	Kwun Tong	Anderson Road	7 200	Primary School	30	(ii)
10	Eastern	North Point	12 300 (Total)	Primary School	24	(i)
11	Eastern	North Point		Primary School	24	(i)
12	North	Fanling	5 900	Primary School	30	(ii)
13	North	Fanling	5 900	Primary School	30	(ii)
14	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(i)
15	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
16	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	(ii)
17	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iii)
18	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iii)
19	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(ii)
20	Tuen Mun	Tuen Mun West	7 100	Special School	16	(i)
21	Islands	Tung Chung	5 800	Special School	18	(i)
22	Sha Tin	Shui Chuen O	8 700	Primary School	30	(ii)
23	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iii)

Remarks:

- (i) Funding approval has been obtained from the FC of LegCo for the school building project.
- (ii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iii) 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, the Education Bureau will consider the future development of relevant districts, the school-age population projections, the actual number of existing students at various levels, the latest demographic changes, the prevailing educational initiatives, and other factors that may affect the demand for school places in order to timely initiate the relevant work of the School Building Programme in accordance with the established mechanism and procedures.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 1894)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 in 2018/19? What is the increase or decrease in the funding when compared with the figure for 2017/18?

Asked by: Hon LEE Wai-king, Starry (Member Question No. (LegCo use): 34)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk). At the Universal level, EDB actively organises diversified development programmes featuring adventures, team work and problem-solving training, such as the "Understanding Adolescent Project", the "Enhanced Smart Teen Project", and 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. The expenditure involved for the above work in 2017-18 is about \$59 million. The estimated expenditure for 2018-19 is about \$66 million. Besides, EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 school year to enhance students' awareness and understanding of mental health and strengthen students' ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the Campaign. Up to February this year, more

than 400 applications were approved under the Joyful@School Campaign with a total grant amount of more than \$86 million.

At the Selective level, starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, EDB also conducts the “Professional Development Programme for Mental Health” for teachers to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. In each school year, EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. In general, the revised estimate for teacher training courses on supporting students with SEN and various related training activities for the 2017/18 school year is about \$70 million. The estimated expenditure for the 2018/19 school year is about \$83 million.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students’ learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department, has launched the “Student Mental Health Support Scheme” since the 2016/17 school year to provide appropriate support services for students with mental health needs through the school-based platform.

Besides, EDB works continuously with the Curriculum Development Council to review the primary and secondary curricula in order to better cater for learning differences. EDB urges schools to coordinate the amount of homework so that students can have sufficient time to rest, play and develop their interests. EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support schools and meet the diverse learning needs of students. Measures include the following: 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. EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about two years to make directional recommendations to the Government on the school curriculum. The costs incurred for the above work have been subsumed under the overall expenditure of EDB.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing

the Vocational and Professional Education and Training or prepared to work, so as to enhance their English proficiency and provide opportunities to them for attaining relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, EDB endeavors to promote home-school co-operation and parent education. EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in early identification of their children's emotional problems and fostering positive thinking in their children. Besides, EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. The expenditure involved for the above work in 2017-18 is about \$34.94 million. The estimated expenditure for 2018-19 is about \$38.10 million. Last year, the Government also set up a Task Force on Home-school Co-operation and Parent Education under the Education Commission to review the existing approach in promoting parent education and home-school co-operation, and based on the outcome of which, to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children learn effectively, and grow up happily and healthily.

The Chief Executive has asked the Labour and Welfare Bureau (LWB) to set up a cross-bureaux/departments (B/Ds) task force (Task Force) to review, monitor and coordinate the concerted effort of B/Ds to take forward the recommendations in the Report of the Committee on Prevention of Student Suicides, and to further discuss new measures on the prevention of youth suicides. Besides the LWB and EDB, the Task Force comprises representatives from the FHB, the Home Affairs Bureau and other related departments.

- End -

CONTROLLING OFFICER'S REPLY

EDB127

(Question Serial No. 1895)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of half-day, whole-day, and long whole-day kindergartens by District Council district, as well as their respective number of students and serving teachers. Please also provide the wastage figures of teachers in half-day, whole-day, and long whole-day kindergartens in the past 3 years, and set out the length of service, academic qualifications and salaries of these teachers.

Asked by: Hon LEE Wai-king, Starry (Member Question No. (LegCo use): 35)

Reply:

The respective numbers of kindergartens, students and serving teachers in all half-day (HD) kindergartens (KGs), whole-day (WD) KGs, and KGs with both HD and WD classes by District Council district in the 2017/18 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	25	3 748	283
Wan Chai	20	5 091	354
Eastern	27	3 965	288
Southern	22	2 063	190
Sham Shui Po	14	3 064	218
Yau Tsim Mong	16	3 233	223
Kowloon City	51	15 943	919
Wong Tai Sin	7	2 181	122
Kwun Tong	18	3 925	263
Tsuen Wan	19	4 592	294
Tuen Mun	7	2 417	132
Yuen Long	23	6 440	369
North	8	2 663	143
Tai Po	9	1 316	96
Sha Tin	25	6 315	379
Sai Kung	18	3 058	196
Islands	11	1 089	80
Kwai Tsing	14	3 645	218

(ii) KGs with WD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	11	875	116
Wan Chai	9	956	114
Eastern	17	1 276	157
Southern	9	886	100
Sham Shui Po	14	1 609	189
Yau Tsim Mong	15	1 511	179
Kowloon City	19	1 931	208
Wong Tai Sin	18	1 657	195
Kwun Tong	26	2 460	283
Tsuen Wan	9	1 041	113
Tuen Mun	19	1 580	187
Yuen Long	18	1 846	221
North	10	950	116
Tai Po	9	900	116
Sha Tin	22	2 159	254
Sai Kung	12	1 040	129
Islands	5	510	47
Kwai Tsing	16	1 531	176

(iii) KGs with both HD and WD classes

District	No. of KGs	No. of students	No. of teachers
Central & Western	11	1 669	133
Wan Chai	4	1 085	86
Eastern	38	6 390	496
Southern	11	1 804	144
Sham Shui Po	23	5 067	383
Yau Tsim Mong	10	1 921	166
Kowloon City	31	4 920	436
Wong Tai Sin	23	3 536	305
Kwun Tong	32	5 959	484
Tsuen Wan	13	1 640	162
Tuen Mun	40	8 472	690
Yuen Long	37	8 456	603
North	30	7 047	485
Tai Po	19	4 522	332
Sha Tin	34	6 577	536
Sai Kung	31	5 098	420
Islands	19	2 219	193
Kwai Tsing	32	5 299	435

Among KGs with WD classes at (ii) and (iii) above, the numbers of KGs, students and serving teachers in former aided child care centres (FACs) (Note 2) are tabulated below:

District	No. of FACs	No. of students	No. of teachers
Central & Western	9	784	97
Wan Chai	6	508	65
Eastern	17	1 259	151
Southern	8	732	81
Sham Shui Po	13	1 443	169
Yau Tsim Mong	14	1 422	170
Kowloon City	15	1 523	165
Wong Tai Sin	17	1 597	187
Kwun Tong	24	2 361	272
Tsuen Wan	10	1 124	123
Tuen Mun	19	1 587	189
Yuen Long	18	1 846	221
North	10	950	116
Tai Po	9	900	116
Sha Tin	20	1 948	229
Sai Kung	13	1 093	138
Islands	5	352	36
Kwai Tsing	19	1 781	203

The respective number of wastage (Note 3), 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 2015/16, 2016/17 and 2017/18 school years are tabulated below:

(i) 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	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

(ii) 2016/17 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	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

(iii) 2017/18 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	203	428	674
Average years of service	12.1	12.2	12.7
Average salary per month	\$22,270	\$22,401	\$19,802
Number of teachers with Certificate in Early Childhood Education or above	186	332	547

Among the above KGs with WD classes, the respective number of wastage, their average years of service, average salary and academic qualifications in FACs (Note 2) in the 2015/16, 2016/17 and 2017/18 school years are tabulated below:

Teachers in FACs (Note 2)			
School year	2015/16	2016/17	2017/18 (Note 1)
Number of wastage	162	232	215
Average years of service	12.4	11.6	11.9
Average salary per month	\$19,551	\$21,459	\$21,966
Number of teachers with Certificate in Early Childhood Education or above	152	216	199

Note:

1. The figures of the 2017/18 school year are provisional.
2. FACs refer to aided child care centres 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/Long WD KGs 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**EDB128****(Question Serial No. 1896)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please tabulate the number of children that still have to pay school fees and the amount of school fees they pay following the implementation of free kindergarten education.

Asked by: Hon LEE Wai-king, Starry (Member Question No. (LegCo use): 36)

Reply:

In the 2017/18 school year, the number of eligible students in kindergartens (KGs) joining the new KG education scheme who still have to pay school fees is 49 415 (of whom 8 509 are enrolled in half-day (HD) classes, 20 689 in whole-day (WD) classes and 20 217 in long whole-day (LWD) classes). The lowest and highest annual school fees charged by these KGs are tabulated by HD class, WD class and LWD class as follows:

Annual school fee (Note 1)	HD class	WD class	LWD class (Note 2)
Highest school fee (\$)	9,500	25,900	22,500
Lowest school fee (\$)	100	200	900

Note 1: Figures are rounded to the nearest 100. KGs with both HD and WD/LWD classes will be counted in the respective columns for HD, WD and LWD classes.

Note 2: LWD classes refer to Former Aided Child Care Centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB129

(Question Serial No. 1469)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As mentioned in the Budget Speech of the Financial Secretary, “to cater for students with care needs, the Government will increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. The additional annual expenditure is expected to be around \$26 million.” In this connection, could the government inform this Committee of:

(i) the following information of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability in the past 2 years, set out by school type:

- (a) the numbers of teachers, teacher assistants, nurses, school places and students;
- (b) the ratios of teachers, teacher assistants, nurses and students; and
- (c) the expenditure on teachers, teacher assistants and nurses;

(ii) the following information of schools for children with visual impairment and schools for children with hearing impairment in the past 2 years, set out by school type:

- (a) the numbers of teachers, teacher assistants, school places and students;
- (b) the ratios of teachers, teacher assistants and students; and
- (c) the expenditure on teachers and teacher assistants.

Asked by: Hon LEUNG Che-cheung (Member Question No. (LegCo use): 41)

Reply:

(i) and (ii)

The numbers of teaching staff, teacher assistants and school nurses, as well as approved school places and students in schools for children with intellectual disability (ID), schools

for children with physical disability (PD), the school for children with visual impairment (VI) and the school for children with hearing impairment (HI) in the past 2 school years are tabulated below:

School Type	2016/17 School Year				
	Number of Teaching Staff ^{Note1}	Number of Teacher Assistants	Number of School Nurses	Approved School Places	Number of Students ^{Note2}
Intellectual disability	1 168.6	208.5	41	6 089	5 701
Physical disability	199	101	10	1 010	883
Visual impairment ^{Note3}	37.6	7	1	172	123
Hearing impairment	30.9	-	-	130	89
Note: 1. The establishment of teaching staff excludes school heads and teachers employed with other grants (e.g. resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme of the Hospital School). 2. Figures refer to position as at September 2016. 3. Including the school for children with VI and the school for children with visual impairment cum intellectual disability (VI cum ID).					
School Type	2017/18 School Year				
	Number of Teaching Staff ^{Note4}	Number of Teacher Assistants	Number of School Nurses	Approved School Places	Number of Students ^{Note5}
Intellectual disability	1 317.9	214.5	41	6 162	5 845
Physical disability	224.4	102	11	1 020	877
Visual impairment ^{Note6}	43.1	7	1	169	112
Hearing impairment	35	-	-	120	84
Note: 4. The establishment of teaching staff excludes teachers employed with other grants (e.g. resource teachers for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teachers for Home-bound Teaching Programme of the Hospital School). 5. Figures refer to position as at September 2017. 6. Including the school for children with VI and the school for children with VI cum ID.					

Upon implementation of the New Senior Secondary academic structure from the 2009/10 school year, the basic staffing ratios for special schools are 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. Starting from the 2017/18 school year, the teacher-to-class ratio for public sector primary and secondary schools (including special schools) is increased by 0.1 across-the-board. On top of the basic provision, the Education Bureau (EDB) will, according to the circumstances, provide eligible special schools with additional teachers, such as resource teachers for children with VI, resource teachers for children with autism spectrum disorders (ASD), primary school curriculum leaders and native-speaking English teachers. Depending on the school type, EDB will also provide

special schools with teacher assistants according to the number of approved classes or resource teachers for children with ASD.

The provision of school nurses is determined by the type of school and the number of approved school places. Starting from the 2018/19 school year, EDB will provide an additional school nurse to schools for children with ID, schools for children with PD and the school for children with VI cum ID on top of the existing staff establishment. In addition, the school nurse provision will be expanded to cover the school for children with VI and the school for children with HI, so that these schools will each have a school nurse.

EDB does not compile statistics on the amount of expenditure by rank and by type of special schools. The actual expenditure on teaching staff, teacher assistants and nurses (including the boarding sections of special schools) are around \$1.106 billion, \$52.2 million and \$59.4 million respectively in the 2016/17 school year, while the revised estimates of the expenditure in the 2017/18 school year are \$1.203 billion, \$59.4 million and \$68.9 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 0115)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Pilot Scheme), under which participating schools will receive a grant of \$150,000 per annum. In this connection, would the Administration inform this Committee:

1. Has the Administration collected the numbers of schools in Hong Kong that participated in the Pilot Scheme in the past 3 years? Please set out the numbers separately by primary schools and secondary schools. How many students have benefited from the Pilot Scheme?
2. Will the Government extend the Pilot Scheme? In the coming 3 years, will the Government allocate extra resources to a pilot scheme on promoting interflows between schools in Hong Kong and those in countries and regions along the "Belt and Road" to broaden students' horizons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 1)

Reply:

1. Up to now, a total of 250 secondary schools, 260 primary schools and 25 special schools have participated in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) since its launch in the 2015/16 school year. In the 2015/16 and 2016/17 school years, the participation of students in the sister school exchange activities under the Pilot Scheme exceeded 46 000.
2. According to observations, local schools have more frequent and closer exchanges with their counterparts in adjacent regions and main cities because of geographical and cultural closeness, and the result is also more prominent. As of today, a notable number of Hong Kong primary, secondary and special schools have formed sister schools with their counterparts in various Mainland provinces and cities, such as Guangdong Province, Beijing Municipality and Shanghai Municipality etc. Since many provinces and cities are yet to

have their schools formed sister schools with Hong Kong primary and secondary schools, the coverage of the grant will not be extended at the present stage. We will consider extending the coverage of the grant as appropriate by taking into account of the exchanges between schools in Hong Kong and other countries/regions (including countries and regions along the “Belt and Road”).

- End -

CONTROLLING OFFICER'S REPLY

EDB131

(Question Serial No. 1537)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Legislative Council has approved \$3.6 billion recurrent education expenditure pledged by the current-term Government. Now that \$2 billion will be allocated as additional recurrent expenditure but there is much criticism about the serious lack of support for Liberal Studies and Chinese History at secondary schools. In this connection, would the Administration please advise this Committee on the following:

1. How many resources of the recurrent expenditure proposed this time will be allocated to Liberal Studies and Chinese History?
2. According to the Administration, district-based school networks and theme-based learning communities have been set up for teacher training. Would the Administration please inform this Committee on the percentage shares of expenditures for Liberal Studies and Chinese History in the overall expenditure?
3. Last year, there was a one-off grant for Chinese History. Will there be a one-off grant for Liberal Studies?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 2)

Reply:

1. The Government proposed to commit an additional recurrent expenditure of \$2 billion to further the implementation of quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing the promotion of life-wide learning. As the above are directional recommendations, we are still studying the implementation details. It is difficult to provide information regarding the provisions for individual subjects at this stage.

2. Regarding the training for Liberal Studies (LS) teachers, the Education Bureau (EDB) has, apart from organising professional development programmes, set up district-based school networks and theme-based learning communities to share good practices in LS among schools. As for Chinese History, the EDB has continuously collaborated with professional academics and frontline teachers to provide professional support and development activities, including the production of diversified teaching resources and the organisation of various professional development activities for teachers, which also cover curriculum development, student activities, etc. The relevant expenditure on teacher training is subsumed under the recurrent expenditure of the EDB. The percentage share of expenditures involved in teacher training is thus unavailable.

3. The Liberal Studies Curriculum Support Grant (LSCSG), disbursed from the 2010/11 to 2012/13 school years, was a non-recurrent grant. Its purpose was to enable schools to, at the initial stage of implementing the new academic structure, lay a sound foundation for the introduction of LS. The tenure of the LSCSG came to expire at the end of the 2012/13 school year. However, the EDB has continued to provide various support measures for LS, including the publication of LS curriculum and assessment resources, the implementation of the streamlined measures on the School-based Assessment and the revised curriculum. The workloads of teachers and students have been alleviated. Their understanding of the breadth and depth of the curriculum and their mastery of the requirements of the public examination have also been enhanced. The EDB will continue to provide support for schools for the implementation of LS. In addition, under the principle of school-based management, schools are provided with Operating Expenses Block Grant, Expanded Operating Expenses Block Grant and other recurrent grants. Schools may, in accordance with school-based needs, use the grants flexibly to support various educational measures. The EDB will not provide additional grant to specifically support LS alone at this stage.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 1538)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Hong Kong was shocked by the death of a five-year-old girl dying from prolonged abuse which revealed the loophole in the mechanism of reporting absence of kindergarten students. After the incident, the Government announced a new reporting mechanism, under which kindergartens must report to the Education Bureau on students' absence for 7 consecutive school days without reasons or under doubtful circumstances. The new mechanism comes into effect on 15 March. In this connection, please advise this Committee of the following:

- (1) Whether additional resources will be set aside to strengthen school-based guidance and social work support? If yes, how many resources will be allocated? If no, what are the reasons?
- (2) Will the Administration implement the arrangement of "one school social worker for each school" as soon as possible? What is the timetable?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 3)

Reply:

(1) and (2)

The Government attaches great importance to the well-being of children and firmly believes that every child should be protected against harm and abuse. In the event that school personnel notice any wounds or irregularities in a student's mental state or behaviour which suggest an incident of suspected child abuse, they should seek assistance from the Education Bureau (EDB), Social Welfare Department (SWD) and other departments as appropriate to the situation. To uphold the right of school age children to universal basic education, we have been requiring primary and secondary schools to report to us any student's non-attendance (irrespective of reason) on the 7th day of continuous absence, with a view to helping the absent student resume schooling at an earliest opportunity. To raise the

alertness of kindergarten (KG) personnel and support KGs in early identification of students in need of support or suspected child abuse cases so that early intervention and appropriate support and services can be provided in a timely manner, we have adopted new arrangements for reporting students' absence from KG with effect from 15 March 2018. KGs must report to EDB on students' absence for 7 consecutive school days without reasons or under doubtful circumstances. We also stress that even if a student is absent for less than 7 school days, or attending school as usual or absent intermittently, should the school personnel notice any wounds or other signs of child abuse, they should immediately refer to SWD's "Procedural Guide for Handling Child Abuse Cases" and report to EDB as appropriate, and in parallel seek assistance from SWD or the Hong Kong Police.

Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of "one school social worker for each school". Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. The EDB has not set a deadline to request these schools to convert to the New Funding Mode. Since the related government provision will depend on schools' options, the details of the related expenditure are not available at the moment, but we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

- End -

CONTROLLING OFFICER'S REPLY

EDB133

(Question Serial No. 1539)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the controversial Basic Competency Assessment of Primary 3 (P3 BCA), the Government replied that the average expenditure on relevant studies per year is around \$73 million. In this connection, please advise of the following:

1. What is the effectiveness of relevant studies in regard to the report submitted by the committee on the review of P3 BCA?
2. What will be the amount of resources allocated for the implementation plans if they involve an alternate-year approach and a sampling method etc?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 4)

Reply:

1. In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked in October 2015 to conduct a comprehensive review on the arrangement of the Territory-wide System Assessment (TSA). Putting forward its recommendations in March 2018, the Committee affirmed the function and importance of TSA in providing feedback to learning and teaching at both the territory-wide and the school levels, commented favourably on the effectiveness of the four major enhancement measures (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), and reaffirmed the intent and positioning of TSA as "a low-stake assessment with emphasis on feedback". Regarding the administrative arrangements for the future Primary 3 TSA, about 10% of Primary 3 students will be sampled from each school for the assessment each year at the territory-wide level. At the school level, the Hong Kong Examinations and Assessment Authority will make arrangements if schools intend that all of their Primary 3 students would participate and be provided with school reports. Details are at

<http://www.edb.gov.hk/attachment/en/curriculum-development/assessment/about-assessment/2015-17-tsa-report-en.pdf>.

2. The annual average expenditure on the Basic Competency Assessment project for the contract period of 2015-18 is \$73 million. The expenditure on TSA for 2018 has been subsumed in the contract period of 2015-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 1540)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (001) Salaries

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government states that it will commit an additional recurrent expenditure of \$2 billion to achieve quality education. Would the Administration inform this Committee of the following:

1. How many resources will the Administration allocate for teacher support? Please list in detail the resources to be allocated to kindergarten teachers, primary and secondary school teachers and post-secondary school teachers respectively.
2. Regarding teacher support, would the Administration inform this Committee of the amount of provision for salaries?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 5)

Reply:

1. & 2.

Upon taking office, the current-term Government has pledged to increase the recurrent expenditure on education by \$5 billion, of which \$3.6 billion has been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning. The Education Bureau will continue to uphold the "Led by Professionals" principle by engaging the stakeholders in the education sector and considering the views of various professional groups responsible for reviewing different education policies when according priority to various initiatives and formulating the implementation details. One of these professional groups is the Task Force on Professional Development of Teachers (Task Force) which makes recommendations to the Secretary for Education on enhancing and promoting professional development of teachers. It also explores feasible options of establishing a professional ladder for teachers; the ranking

arrangement of school management of primary, secondary and special schools; and the timetable for an all-graduate teaching force. If the Government agrees to the recommendations made by the Task Force, the resources required will be included for consideration under the reserved recurrent expenditure of \$3.4 billion.

- End -

CONTROLLING OFFICER'S REPLY

EDB135

(Question Serial No. 1541)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Government's consideration to allocate \$3 billion for launching school-based curriculum development and student support measures, will the Government inform this Committee of:

- (1) whether a portion of the resources will be allocated for the design of values education curriculum; if yes, of the details; if no, of the reasons;
- (2) whether the Government will allocate resources to study controversial issues such as sex education, gender equality, gender identity etc.; and
- (3) the Education Bureau has updated the Secondary Education Curriculum Guide. The estimated expenditure for developing learning and teaching resources for Basic Law education for secondary schools in 2016-17 is \$1.48 million. Regarding the curriculum resources for the Basic Law, will the Government explore the incorporation of contents of the Constitution of the People's Republic of China into the Basic Law curriculum to enhance students' understanding of national education?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 6)

Reply:

(1) and (2) It is the main goal of the school education in Hong Kong to nurture positive values and attitudes in students through moral and civic education (MCE) (values education). Sex education, being part of values education, is interrelated with moral education, affective education, health education and life education, etc. In the light of their vision, school contexts, as well as students' needs, schools have a duty to undertake their MCE curriculum planning professionally according to the latest curriculum guides and documents of the Education Bureau (EDB). Schools are encouraged to flexibly deploy various 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.

As stated in the 2018-19 Budget, the Government will invite the Quality Education Fund Steering Committee to consider allocating \$3 billion for application by primary and secondary schools, kindergartens and special schools, through simplified procedures, for launching school-based curriculum development and student support measures. Details will be announced after thorough discussion by the Steering Committee.

(3) In mid-2017, the EDB developed for secondary schools a module on “Constitution and the Basic Law”, which covers related content of the Constitution of the People’s Republic of China. Ready-to-use learning and teaching resources have also been made available for downloading by schools. Coupled with the flexible application of various learning and teaching strategies, the module and its associated resources will enable students to gain a better understanding of the Basic Law in terms of its principles and its relationship with the Constitution of our country.

- End -

CONTROLLING OFFICER'S REPLY

EDB136

(Question Serial No. 1555)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Budget has proposed to allocate \$2.5 billion to help the ten publicly-funded post-secondary institutions tap more funding sources. In this connection, would the Government advise whether there will be resources devoted to promoting the National Constitution Day among students or organising courses to raise their awareness of the importance of the Chinese constitution? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 20)

Reply:

Post-secondary institutions enjoy academic freedom and institutional autonomy under the Basic Law. While fully respecting the autonomy for curriculum design of institutions, the Education Bureau (EDB) has been encouraging post-secondary institutions to provide students with a comprehensive and accurate understanding of the Basic Law and “One Country, Two Systems” through different learning experiences and activities.

In the 2018-19 Budget, the Financial Secretary proposed to allocate \$2.5 billion for launching the eighth round of Matching Grant Scheme (MGS) in the publicly-funded post-secondary education sector to help institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. The proposed eighth round of MGS will cover all publicly-funded post-secondary institutions, namely the eight University Grants Committee (UGC)-funded universities, the Vocational Training Council and the Hong Kong Academy for Performing Arts. We expect that the eighth round of MGS will adopt broadly the same basic terms and conditions of the sixth MGS. The successfully-matched government matching grants are used for: activities within the ambit of recurrent grants provided by the Government to the institutions, providing scholarships to local students of publicly-funded programmes and supporting student exchange programmes for local students enrolled in publicly-funded programmes. After working out the details, the EDB will

consult the Panel on Education of the Legislative Council before seeking funding approval from the Finance Committee of the Legislative Council in order to launch the Scheme in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 2883)

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

Question:

Concerning the measure for supporting candidates who are deaf and/or partially deaf in the past 5 years, please advise this Committee of:

1. the measures adopted to assist candidates who are deaf and partially deaf in taking public examinations, and the respective manpower and expenditure involved each year;
2. whether there are any plans to allow candidates who are deaf to take public examinations in non-language subjects by sign language; if yes, of the details; if no, of the reasons.

Asked by: Hon LEUNG Yiu-chung (Member Question No. (LegCo use): 51)

Reply:

1. The Hong Kong Examinations and Assessment Authority (HKEAA) can provide special examination arrangements (SEAs) for candidates with hearing impairment (HI), including the provision of prolonged and/or additional pauses in the listening components of the language subjects (this arrangement is also applicable to candidates with special educational needs (SEN) who are granted extra time allowance), and sitting the examinations in special examination centres, etc. Candidates with severe and profound HI may be exempted from the listening components and speaking examinations of the language subjects and the school-based assessment of English Language (if applicable), while candidates with moderately severe HI may be exempted from the listening components of the language subjects. Besides, candidates from schools for children with HI may be given an extra time allowance of 10 minutes for

each session of the written examinations and be accommodated in special examination centres. The HKEAA will also invite non-subject teachers from the schools for children with HI who are familiar with sign language to assume the invigilation work in the special examination centres and render appropriate assistance to the candidates.

We do not keep the information on the manpower and expenses for supporting candidates by individual types of SEN. Therefore, we do not have such information regarding candidates with HI. The number of candidates with HI and the SEAs provided for them in the Hong Kong Diploma of Secondary Education (HKDSE) Examination from 2014 to 2018 are at the **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 from the fields of educational psychology and occupational therapy. A working group under the CSNC has also been established since 2014 to review the SEAs for candidates with HI and to ensure that the arrangements are fair to all candidates. The working group comprises representatives from the EDB, special schools, tertiary institutions and parent associations. All along, the EDB and the HKEAA have close liaison with various stakeholders for the continuous review and enhancement of SEAs, including the target groups, criteria, types, and related special arrangements.

In addition, at the meeting on 19 October 2017, the CSNC invited the Centre for Sign Linguistics and Deaf Studies (CSLDS) of the Chinese University of Hong Kong to share the practical considerations and experiences in allowing candidates with HI to use sign language in examinations in an overseas region and in the CSLDS programmes, and discussed the feasibility of allowing the candidates to use sign language in local public examinations. Taking into account the current usage and constraints of sign language, the experience and development of teachers in using sign language to assist teaching, the criteria and fairness of assessing examinations taken in sign language, as well as the concerns of various stakeholders, the CSNC agreed that the conditions for the implementation of the use of sign language in examinations are yet to be achieved. The CSNC will further explore the idea depending on the progress of the standardisation of sign language and whether there is sufficient research to support the use of sign language in examinations.

Number of Candidates with HI and the SEAs Provided in the HKDSE Examinations from 2014 to 2018

HKDSE Examination	No. of Candidates with HI	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
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	283	39	275	10	157	71	237	10	82
2018 [#]	278	46	269	20	102	82	227	20	66

[#] Figures as at 9 March 2018.

^{*} Applicable to candidates with moderately-severe or above levels of HI only.

[^] Including a small number of candidates who opted to use an USB audio player or the Dan Sound system in the listening components.

[@] If necessary, arrangements will be made for non-subject teachers from the schools for children with HI who are familiar with sign language to assume the invigilation work and render appropriate assistance to candidates in need.

- End -

CONTROLLING OFFICER'S REPLY

EDB138

(Question Serial No. 3226)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is proposed in paragraph 125 of the Budget Speech that \$800 million be injected into the Gifted Education Fund to enhance the nurturing of gifted students. Another \$800 million will be injected into the HKSAR Government Scholarship Fund to increase the number of scholarships starting from the 2019/20 school year to further incentivise students to pursue excellence in both academic and non-academic areas. In this connection, would the Government advise this Committee of:

1. the expenditure/estimated expenditure and balance of the Gifted Education Fund in the recent 3 school years; and
2. the criteria that are adopted to determine the said injection amount of \$800 million and the expected outcomes.

Asked by: Hon LIAO Cheung-kong, Martin (Member Question No. (LegCo use): 35)

Reply:

1. The Education Bureau (EDB) set up the Gifted Education Fund (GE Fund) in November 2016. The GE Fund was then injected into and placed with the Exchange Fund in March 2017 to generate investment income to support the operation of the Hong Kong Academy for Gifted Education (HKAGE). In the 2017/18 school year, the GE Fund allocated around \$14 million to support the operation of the HKAGE. As at 31 January this year, the balance of the GE Fund stood approximately at \$807 million.
2. The GE Fund is set up as an endowment fund for generating investment income to support the operation of the HKAGE in providing systematic training for gifted primary and secondary students, with a view to facilitating the development of gifted education in Hong Kong. With reference to the Exchange Fund's expected investment return, the EDB has proposed to inject \$800 million into the GE Fund this

financial year to increase its investment income, so as to provide a steady source of funding sufficient to enhance its off-school support for gifted students and support the operation and development of the HKAGE. If the proposed injection is approved, we anticipate an expansion of the engagement of relevant stakeholders, including tertiary education institutions, professional bodies and even the private sector, to provide gifted primary and secondary students with opportunities to learn about, experience and even take part in scientific or new technological research projects, or undertake credit-bearing courses at universities. By adopting a multi-pronged approach, we aim to strengthen our support for gifted education and talent development in Hong Kong with a view to nurturing more talents to enhance the competitiveness of Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB139

(Question Serial No. 3280)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau indicates under the Matters Requiring Special Attention in 2018-19 that it will inject \$800 million into the HKSAR Government Scholarship Fund to award more scholarships from the 2019/20 academic year onwards, with a view to further encouraging students to pursue excellence in academic and non-academic fields. In this connection, would the Government advise this Committee of:

1. the criteria that are adopted to determine the said injection amount of \$800 million;
2. the additional scholarships and awards offered with the said injection and the amount involved; and
3. the scholarships offered, the number of beneficiaries, as well as the overall expenditure/estimated expenditure and balance of the HKSAR Government Scholarship Fund in the recent 3 academic years.

Asked by: Hon LIAO Cheung-kong, Martin (Member Question No. (LegCo use): 36)

Reply:

1. & 2. At its January 2018 meeting, the Steering Committee of the HKSAR Government Scholarship Fund (GSF) considered there was a need to increase the number and amount of various awards with a view to encouraging students to pursue excellence in academic and non-academic fields. In the light of the balance and expected investment returns of the GSF, we have proposed an injection of \$800 million into the GSF so that more scholarships can be awarded from the 2019/20 academic year onwards. The Steering Committee will, at its meeting to be held in early 2019, make recommendations on the allocation of scholarship money in the 2019/20 academic year taking into account the needs of the higher education sector.

3. The number of awardees, expenditure and balance of the GSF in the last 3 academic years are tabulated below:

Academic Year	Scholarship	Number of Awardees
2014/15	Scholarships for Outstanding Performance	1 418
	Talent Development Scholarship and Reaching Out Award	3 203
	Endeavour Merit Award	74
	Targeted Scholarship Scheme	25
	Total	4 720
2015/16	Scholarships for Outstanding Performance	1 433
	Talent Development Scholarship and Reaching Out Award	3 663
	Endeavour Merit Award	97
	Targeted Scholarship Scheme	25
	Total	5 218
2016/17	Scholarships for Outstanding Performance	1 439
	Talent Development Scholarship and Reaching Out Award	3 709
	Endeavour Merit Award	99
	Targeted Scholarship Scheme	46
	Total	5 293

Academic Year	Year-end Balance (\$million)	Expenditure (\$million)
2014/15	2,262	102
2015/16	2,282	104
2016/17	2,453	107

- End -

CONTROLLING OFFICER'S REPLY

EDB140

(Question Serial No. 0849)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Administration has indicated that it will continue to implement the Pilot Training and Support Scheme and it is preparing to regularise the Scheme this year. In this connection, please provide the following information:

(1) The total amount of public expenditure involved in the implementation of the Scheme and the number of student beneficiaries in the past 3 financial years;

(2) While the Administration is preparing to regularise the Scheme, will it review and enhance the Scheme? For example, as suggested by representatives from the industrial and commercial sector, will industry or trade-specific workplace visits and job placements be arranged to attract young people to join industries or trades that require specialised skills and face such issues as shortage or ageing of labour? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LO Wai-kwok (Member Question No. (LegCo use): 37)

Reply:

The Government has implemented the Pilot Training and Support Scheme (the Pilot Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year (AY). Under the collaboration of the Government and participating industries, the Pilot Scheme has integrated structured apprenticeship training programmes and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. As at 28 February 2018, the Pilot Scheme has benefitted close to 3 500 trainees. The number of new beneficiaries each year is tabulated below:

	Number of new beneficiaries			
	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (as at 28 February 2018)
Electrical & Mechanical Engineering and Construction	285	887	989	871
Testing and Certification	-	21	15	14
Medical Centre Operations	-	-	12	4
Watch and Clock	-	12	10	5
Printing	-	7	7	8
Automobile	-	81	113	133
Sub-total	285	1 008	1 146	1 035
Total	3 474			

The provision for the Pilot Scheme is used to cover the allowance granted to trainees. Up to 2017-18, the total provision disbursed to VTC to cover allowances is approximately \$120 million.

This year, the Government will review the implementation of the Pilot Scheme and explore with the VTC ways to enhance relevant arrangements under the Pilot Scheme, including the need to include new industries or trades.

- End -

CONTROLLING OFFICER'S REPLY

EDB141

(Question Serial No. 2202)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) and the Home Affairs Bureau (HAB) have jointly implemented the Opening up School Facilities for Promotion of Sports Development Scheme (the Scheme) effective from the 2017/18 school year. In this connection, please advise this Committee of the following:

- (a) What is the amount of provision that the EDB and the HAB have earmarked for implementing the Scheme in the 2017/18 and 2018/19 school years?
- (b) What is the number of applications received from sports associations for hiring school facilities? How many applications have been rejected? What are the reasons for rejection?
- (c) To enable more sports associations to promote sporting culture through hiring available school facilities, what measures have been adopted to establish liaison and facilitate cooperation between sports associations and schools for participation in the Scheme?
- (d) What criteria are adopted to determine the amount of subsidy that schools may receive under the Scheme (i.e. \$20,000 for the first programme and \$15,000 for each of the subsequent programmes, with the total capped at \$80,000)? Will the Government consider increasing the amount of subsidy?
- (e) Will the Government consider stipulating an exemption clause and providing guaranteed insurance coverage for schools that open up their facilities, so as to protect them against the risks of additional insurance and make them rest assured in opening up their facilities for hire by external organisations? 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. (LegCo use): 37)

Reply:

(a) To implement the Opening up School Facilities for Promotion of Sports Development Scheme (the Scheme), the Education Bureau (EDB) and the Home Affairs Bureau (HAB) have earmarked \$2.45 million for the 2017/18 school year, and plan to earmark \$3.40 million for the 2018/19 school year. The expenditure will be shared equally between the EDB and the HAB.

(b) In the current school year, a total of 22 sports associations have submitted applications for hiring school facilities, of which 5 could not successfully organise their activities in schools mainly because the available time slots did not fit the schedules of their proposed activities.

(c) To take forward the initiative, the EDB issued a circular memorandum with a list of sports associations provided by the HAB to invite public sector schools to participate in the Scheme to open up their facilities for sports associations to hold sport activities. The HAB has forwarded the information on school facilities available to the sports associations for their consideration whether or not to hire the concerned facilities, and liaison with the schools direct. The EDB also encourages schools to actively approach the sport associations to discuss arrangements for using their school facilities for sport activities in the light of school-based sports development needs, with a view to enhancing students' participation in physical activities and reviewing the promotion of sports development at schools. The EDB and the HAB will collect views from the participating schools and sport associations to further enhance the Scheme.

(d) The amount of subsidy per programme is based on the additional expenditures, including the costs for hiring extra manpower, defraying additional utility costs, strengthening management and security measures, carrying out minor repair works, etc., incurred by schools as a result of hiring out their facilities to sport associations for holding sports activities under the Scheme. Since some of the manpower or supplies can be shared with the second and subsequent programmes, the subsidy for the second programme and onwards will be \$15,000, which is slightly less than the \$20,000 given to the first programme. The Government encourages all public sector schools in various districts across the territory to participate in the Scheme hoping that the organisation of sports activities will not concentrate too much in a few schools. We expect each participating school to hold one to five activities, and the amount of subsidy per school is subject to a cap of \$80,000. The EDB and the HAB will review the amount of subsidy at a suitable time, taking into account the utilisation of the subsidy and the feedback from schools.

(e) To avoid exposing schools to insurance risk entailed by opening up their facilities, sport associations participating in the Scheme shall comply with the Conditions of Use of School Facilities enclosed in the relevant EDB circular memoranda. Sports associations are required to take out adequate insurance for their activities, including third party liability insurance, and name the schools as one of the insured parties in order to ensure that they are properly covered.

- End -

CONTROLLING OFFICER'S REPLY**EDB142****(Question Serial No. 2205)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the School Allocation Exercises of the Education Bureau in 2017, would the Government inform this Committee of:

(a) the details of the allocated school premises in the table below;

District	Location	Use of allocated school premises (e.g. operation of time-limited schools, operation of new schools, reprovisioning of existing schools, etc.)	Vacant or new	Organisation recommended for allocation

(b) the details of the allocated new school premises in the table below; and

Location	Floor area	Completion date	Construction cost

(c) the details of the allocated vacant school premises in the table below.

Location	Floor area	Year of completion	Year in which the premises became vacant	Renovation cost

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 42)

Reply:

According to the Education Bureau's (EDB) prevailing school allocation mechanism, once a vacant/to-be-vacant premises or a reserved school site is confirmed to be required for allocation for school use, the EDB will normally invite application from all eligible organisations in the territory through the School Allocation Exercises (SAE) and make relevant announcement through press release and its website. The SAE is generally conducted on a competitive basis amongst the applicant bodies. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee comprising official and non-official members. Other factors, including operation track records and conditions of existing school premises (where applicable), proposed school plans, etc., will also be considered.

The EDB launched a total of 5 SAEs in 2017. Through the first 4 SAEs, we have allocated altogether 3 new school premises to be built on reserved school sites (planned new school premises) for operating new aided primary schools, and 5 vacant school premises (VSP) for reprovisioning of existing primary schools, setting up time-limited primary schools, physical extension of existing primary schools for a time-limited period, and transitional school premises use. The Fifth SAE 2017, launched in November 2017, is currently underway. It seeks to allocate 2 planned new school premises and 1 VSP for reprovisioning of existing primary schools. Information on these SAEs and the related school premises is set out in the table below.

Table – Information on the 2017 SAEs and the related school premises

SAE	Location of school premises (name of former school of the VSP, where applicable)	Expected completion date of the planned new school premises / Year in which the VSP was constructed	School year in which the former school of the VSP ceased operation (where applicable) (Note(1))	Site area (applicable to the planned new school premises)/ site area of the VSP (rounded to the nearest hundred m ²)	Use of the allocated school premises	Organisation recommended for allocation	Estimated construction cost for planned new school premises (Note(2))/ renovation cost for the VSP (\$million)
First SAE 2017	30 Hong Keung Street, San Po Kong, Kowloon (Ex-premises of Po Leung Kuk Stanley Ho Sau Nan Primary School)	1968	2016/17	2 400	Reprovisioning of an existing primary school	Po Leung Kuk (Reprovisioning of Po Leung Kuk Mrs. Chan Nam Chong Memorial Primary School)	29.9

SAE	Location of school premises (name of former school of the VSP, where applicable)	Expected completion date of the planned new school premises / Year in which the VSP was constructed	School year in which the former school of the VSP ceased operation (where applicable) (Note(1))	Site area (applicable to the planned new school premises)/ site area of the VSP (rounded to the nearest hundred m ²)	Use of the allocated school premises	Organisation recommended for allocation	Estimated construction cost for planned new school premises (Note(2))/ renovation cost for the VSP (\$million)
	2 Leung Choi Lane, Tuen Mun, New Territories (Ex-premises of Shi Hui Wen Secondary School)	1989	2017/18	6 100	Reprovisioning of an existing primary school	Po Leung Kuk (Reprovisioning of Po Leung Kuk Vicwood K.T. Chong No. 2 Primary School)	29.9
Second SAE 2017 (Note (3))	Queen's Hill, Fanling - Site A	The third quarter of 2021 (Tentative)	N.A.	5 900	Setting up a new aided primary school	The General of The Salvation Army	To be confirmed
	Queen's Hill, Fanling - Site B	The third quarter of 2021 (Tentative)	N.A.	5 900	Setting up a new aided primary school	Tung Wah Group of Hospitals	To be confirmed
Third SAE 2017	Pok Chuen Street, Shui Chuen O, Sha Tin (with the ex-premises of Free Methodist Mei Lam Primary School at Mei Lam Estate, Sha Tin (Mei Lam school premises) as transitional school premises pending the completion of the new school premises)	Planned new school premises: The second quarter of 2022 (Tentative); Mei Lam school premises: 1984	Planned new school premises: N.A.; Mei Lam school premises: 2010/11	Planned new school premises: 8 700; Mei Lam school premises: 3 900#	Setting up a new aided primary school	Tung Wah Group of Hospitals	Planned new school premises: To be confirmed; Mei Lam school premises: 29.5

SAE	Location of school premises (name of former school of the VSP, where applicable)	Expected completion date of the planned new school premises / Year in which the VSP was constructed	School year in which the former school of the VSP ceased operation (where applicable) (Note(1))	Site area (applicable to the planned new school premises)/ site area of the VSP (rounded to the nearest hundred m ²)	Use of the allocated school premises	Organisation recommended for allocation	Estimated construction cost for planned new school premises (Note(2))/ renovation cost for the VSP (\$million)
Fourth SAE 2017	221, Nam Cheong Street, Shek Kip Mei, Kowloon (Ex-premises of St. Francis of Assisi's Caritas School)	1960	2010/11	2 200	Physical extension of an existing primary school for a time-limited period	The Evangelical Lutheran Church of Hong Kong (ELCHK) (for physical extension of the ELCHK Faith Lutheran School for a time-limited period)	29.9
	Tai Yuen Estate, Tai Po, New Territories (Ex-premises of Confucian Sam Lok Chow Mud Wai School)	1980	2006/07	5 200#	Setting up a new time-limited primary school	New Territories Women & Juveniles Welfare Association Limited	29.9
Fifth SAE 2017	Anderson Road Development, Kwun Tong, Kowloon - Site No. KT 2c	The third quarter of 2022 (Tentative)	N.A.	7 200	Reprovisioning of an existing primary school	SAE underway	To be confirmed
	Wing Shun Street, Tsuen Wan, New Territories	The first quarter of 2023 (Tentative)	N.A.	5 800	Reprovisioning of an existing primary school	SAE underway	To be confirmed
	61 Kwun Tong Road, Kwun Tong, Kowloon (Ex-premises of St. Joseph's Anglo-Chinese School)	1969	2011/12	2 900	Reprovisioning of an existing primary school	SAE underway	To be confirmed

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.

Note (1) - “School year in which the school ceased operation” refers to the year the school premises were 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 EDB is taking forward the preparation work for related school building projects, including estimating project costs based on the actual site conditions and school building arrangements, under the established mechanism and procedures. The EDB will submit the School Building Programmes and funding applications to the LegCo for approval in due course. The estimated project costs will be provided in the relevant funding proposals.

Note (3) - The Second SAE 2017 originally included the allocation of a planned new school premises in Pok Chuen Street, Shui Chuen O, Sha Tin for setting up a new aided primary school. The premises concerned was later withdrawn and put up for allocation under the Third SAE 2017 by the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB143

(Question Serial No. 2214)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau (EDB) advise on the following:

1. the expenditure involved in managing all vacant school premises in the territory in the 2016/17 school year;
2. the estimated expenditure for managing all vacant school premises in the territory in the 2017/18 school year;
3. as at February 2018, the number of vacant school premises in the territory managed by the EDB which are earmarked/retained for educational uses; and
4. further to (3) above, the plan and progress of reusing the aforesaid vacant school premises. If it has not yet come into operation, what are the reasons?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 59)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the 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 reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for the PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism. According to the mechanism, while the EDB is allowed to retain VSP for school use, for premises which are proposed to be used for educational uses other than school use, the EDB needs to put forward

its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP. As at end-February 2018, there are 9 VSP under the 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 the EDB).

The EDB would take into account a basket of factors and periodically assess the possible educational use of VSP under the 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 in view of the uncertainty involved. In addition, the EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment; decanting use by schools undergoing in-situ redevelopment or extension works; allocating school premises for operation of international schools, etc. It is therefore inappropriate and impracticable to impose any fixed target on the length of the vacancy period of a VSP or the number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, the 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 the 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, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

According to the EDB's prevailing school allocation mechanism, once a vacant/to-be-vacant premises or a reserved school site is confirmed to be required for allocation for school use, the EDB will normally invite application from all eligible organisations in the territory through a School Allocation Exercise (SAE) and make relevant announcement through press release and on its website. The SAE is generally conducted on a competitive basis amongst the applicant bodies. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee 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.

The EDB is responsible for the management of VSP located on sites allocated to the EDB, including those that the PlanD has been informed of under the central clearing house mechanism but that the LandsD has requested the EDB to continue the management until the next users have been identified and taken over the land. In 2016-17 to 2017-18, the expenditure/estimated expenditure incurred by the EDB for the management of VSP were \$1.341 million and \$1.27 million respectively which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

- End -

CONTROLLING OFFICER'S REPLY

EDB144

(Question Serial No. 2215)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Mainland University Study Subsidy Scheme (MUSSS) has been launched since the 2014/15 academic year to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions. Starting from 2017, the Education Bureau (EDB) has introduced a “non-means-tested subsidy” under the MUSSS. In this connection, would the EDB advise this Committee of:

- a. the number of students passing the means test in the 2017/18 academic year (with a breakdown by full-rate subsidy and half-rate subsidy);
- b. the number of students receiving non-means-tested subsidy in the 2017/18 academic year; and
- c. the total expenditure on the MUSSS in the 2017/18 academic year.

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 63)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. 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. In addition, a non-means-tested subsidy is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy of \$5,000 per academic year.

For the 2017/18 academic year, as at 28 February 2018, 781 new applicants passed the means test, with 568 receiving the full-rate subsidy and 213 receiving the half-rate subsidy. Including both newly approved applications and successful renewals, subsidy was provided to 2 527 students in total, with 1 790 receiving the full-rate subsidy and 737 receiving the half-rate subsidy. The number of students eligible for non-means-subsidy is 494. The estimated total expenditure for the 2017/18 academic year is about \$37 million. 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), in addition to making use of existing resources, have created 10 civil service posts of Executive Officer Grade and Clerical Officer Grade. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA.

- End -

CONTROLLING OFFICER'S REPLY

EDB145

(Question Serial No. 2216)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 exchange activities outside Hong Kong. Regarding the Scheme, please provide the following information:

1. the eligibility criteria the SSE adopts for funding the exchange programmes;
2. in the past 2 academic years or subsidised periods, the number of participating institutions, the number of applications received, the number of students receiving the subsidy, the number of activities approved, and 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 activities and the amount of grant.

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 64)

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 (EDB) has introduced the Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015. Subsequently, the Scheme for Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students (SSEBR) was launched by the EDB in July 2016 to encourage and support local students in need to go on exchanges in the “Belt and Road” regions.

To be considered as an eligible exchange activity under the SSE or the SSEBR, the exchange activity must last for at least 2 weeks (applicable to SSE) or 5 days (applicable to SSEBR), and must be an outbound activity comprising substantive teaching and learning elements organised and/or endorsed by the participating institution. The participating institutions are required to process each application according to the operating guide issued by the EDB.

2. The participating institutions of the SSE and the SSEBR, and the number of students receiving the subsidy and the amount of subsidy granted in each of the participating institutions are respectively set out in **Annex 1 and Annex 2**. The participating institutions are not requested by the EDB to provide the numbers of student applicants and activities approved under these two schemes annually.

3. The top 10 destinations of exchange activities, ranked by the number of visiting students under the SSE in the past 2 subsidised periods, are the United Kingdom, the United States of America, Korea, Mainland China, Canada, Australia, Japan, Taiwan, Germany and the Netherlands. As for the SSEBR, the top 10 destinations of exchange activities, ranked by the number of visiting students in the first subsidised period, are Mainland China, Taiwan, Singapore, the Czech Republic, Russia, Korea, Hungary, Malaysia, Kazakhstan and Slovakia. For both the SSE and the SSEBR, the subsidy amount varies according to the destination and duration of the exchange activity, and subject to discount by the level of student finance approved by the Student Finance Office.

Scheme for Subsidy on Exchange for Post-secondary Students

Number of Students Receiving the Subsidy and Amount of Subsidy Granted in the Past Two Subsidised Periods from January 2015 to August 2017

	Participating Institution	Number of Students Receiving the Subsidy in the First Subsidised Period (January 2015 - August 2016)	Amount of Subsidy Granted in the First Subsidised Period (January 2015 - August 2016) (HK\$)	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2016 - August 2017)	Amount of Subsidy Granted in the Second Subsidised Period (September 2016 - August 2017) (HK\$)
<i>University Grants Committee-funded Institutions</i>					
1.	City University of Hong Kong	371	4,224,450	272	6,022,050
2.	Lingnan University	180	1,837,500	122	2,591,350
3.	The Hong Kong University of Science and Technology	111	1,347,350	107	2,460,000
4.	Hong Kong Baptist University (HKBU)	113	1,442,250	98	2,311,300
5.	The Chinese University of Hong Kong (CUHK)	305	5,099,980	91	1,727,850
6.	The Education University of Hong Kong	86	995,600	81	1,963,200
7.	The Hong Kong Polytechnic University (PolyU)	207	2,455,800	126	3,108,100
8.	The University of Hong Kong (HKU)	162	1,966,500	195	4,407,330
<i>Other Institutions</i>					
9.	Centennial College	0	0	0	0
10.	Chu Hai College of Higher Education	10	114,750	5	154,400
11.	Caritas Bianchi College of Careers	0	0	0	0
12.	Caritas Institute of Higher Education	0	0	0	0
13.	Community College of City University	71	872,100	46	468,900
14.	Hang Seng Management College	16	139,500	0	0
15.	HKU SPACE	20	285,000	8	121,500

	Participating Institution	Number of Students Receiving the Subsidy in the First Subsidised Period (January 2015 - August 2016)	Amount of Subsidy Granted in the First Subsidised Period (January 2015 - August 2016) (HK\$)	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2016 - August 2017)	Amount of Subsidy Granted in the Second Subsidised Period (September 2016 - August 2017) (HK\$)
	Community College				
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	37	491,250	22	211,500
17.	The Hong Kong Academy for Performing Arts	0	0	0	0
18.	College of International Education - HKBU	20	259,050	7	73,000
19.	School of Continuing Education - HKBU	1	1,320	3	31,500
20.	Hong Kong Institute of Technology	43	603,750	17	153,000
21.	Hong Kong Shue Yan University	23	278,400	19	193,500
22.	Lingnan Institute of Further Education	4	56,250	2	30,000
23.	The Community College at Lingnan University	7	93,750	8	75,750
24.	Savannah College of Art and Design	0	0	1	15,000
25.	School of Continuing and Professional Studies, CUHK	67	945,000	24	256,500
26.	Hong Kong Community College - PolyU	82	1,117,500	31	364,450
27.	School of Professional Education and Executive Development - PolyU	16	225,000	40	516,300
28.	Vocational Training Council	151	1,942,350	28	343,105
29.	Technological and Higher Education Institute of Hong Kong	29	310,500	3	32,000
30.	YMCA College of Careers	4	60,000	0	0

	Participating Institution	Number of Students Receiving the Subsidy in the First Subsidised Period (January 2015 - August 2016)	Amount of Subsidy Granted in the First Subsidised Period (January 2015 - August 2016) (HK\$)	Number of Students Receiving the Subsidy in the Second Subsidised Period (September 2016 - August 2017)	Amount of Subsidy Granted in the Second Subsidised Period (September 2016 - August 2017) (HK\$)
31.	HKU SPACE	2	30,000	1	33,000
32.	*Hong Kong Nang Yan College of Higher Education	-	-	12	152,600
33.	*Tung Wah College	-	-	3	37,000
34.	*The Open University of Hong Kong	-	-	28	381,394
35.	*Hong Kong College of Technology	-	-	0	0
36.	*Yew Chung Community College	-	-	3	36,000
	Total:	2 138	27,194,900	1 403	28,271,579

* Institutions participated in the SSE in the second subsidised period.

**Scheme for Subsidy on Exchange to “Belt and Road” Regions
for Post-secondary Students (SSEBR)**

**Number of Students Receiving the Subsidy and Amount of Subsidy Granted
in the First Subsidised Period from July 2016 to August 2017**

	Participating Institution	Number of Students Receiving the Subsidy	Amount of Subsidy Granted (HK\$)
<i>University Grants Committee-funded Institutions</i>			
1.	City University of Hong Kong	77	1,118,715.68
2.	Lingnan University	82	820,200
3.	The Hong Kong University of Science and Technology	53	643,070
4.	Hong Kong Baptist University (HKBU)	50	633,713.62
5.	The Chinese University of Hong Kong (CUHK)	75	966,765
6.	The Education University of Hong Kong	64	1,051,690
7.	The Hong Kong Polytechnic University (PolyU)	0	0
8.	The University of Hong Kong (HKU)	29	311,168.39
<i>Other Institutions</i>			
9.	Centennial College	0	0
10.	Chu Hai College of Higher Education	0	0
11.	Caritas Bianchi College of Careers	0	0
12.	Caritas Institute of Higher Education	0	0
13.	Community College of City University	10	92,250
14.	Hang Seng Management College	0	0
15.	HKU SPACE Community College	0	0
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	25	133,575
17.	The Hong Kong Academy for Performing	0	0

	Participating Institution	Number of Students Receiving the Subsidy	Amount of Subsidy Granted (HK\$)
	Arts		
18.	College of International Education - HKBU	9	41,080
19.	School of Continuing Education - HKBU	11	88,125
20.	Hong Kong Institute of Technology	28	213,750
21.	Hong Kong Shue Yan University	7	124,500
22.	Lingnan Institute of Further Education	3	19,500
23.	The Community College at Lingnan University	9	92,650
24.	Savannah College of Art and Design	0	0
25.	School of Continuing and Professional Studies, CUHK	4	91,000
26.	Hong Kong Community College - PolyU	12	53,625
27.	School of Professional Education and Executive Development - PolyU	26	200,280
28.	Vocational Training Council	107	552,583
29.	Technological and Higher Education Institute of Hong Kong	29	166,403.96
30.	YMCA College of Careers	0	0
31.	HKU SPACE	0	0
32.	Hong Kong Nang Yan College of Higher Education	9	53,625
33.	Tung Wah College	0	0
34.	The Open University of Hong Kong	85	517,287.93
35.	Hong Kong College of Technology	14	35,425
36.	Yew Chung Community College	0	0
	Total:	818	8,020,982.58

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 2228)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In paragraph 118 of the Budget Speech, the Government has pledged to increase recurrent expenditure by \$5 billion, of which \$3.6 billion has been approved by the Legislative Council (LegCo). What is the plan of the Government regarding the remaining \$1.4 billion, including funding areas, specific proposals and timetable for introducing them for examination by the LegCo?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 107)

Reply:

Upon taking office, the current-term Government pledged to earmark \$5 billion for meeting recurrent expenditure on education. Starting from the 2017/18 school year, the Education Bureau (EDB) has implemented a series of priority initiatives to achieve quality education, which involve a recurrent expenditure of \$3.6 billion. EDB is currently reviewing various education policy areas and discussing with the education sector how the remaining \$1.4 billion earmarked for recurrent expenditure could be put to the best use for the purpose of nurturing our next generation.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 2229)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is proposed in paragraph 119 of the Budget Speech that the Government will commit an additional recurrent expenditure of \$2 billion. In what areas will the provision be used? What are the specific plans and when will the plans be available for consideration by the Legislative Council?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 108)

Reply:

In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning. In working out the priority of the various initiatives and their implementation details, including the timetable, the Education Bureau will engage stakeholders in the education sector and take into account the views of various professional groups responsible for reviewing different education policies in accordance with the principle of "Led by Professionals". The proposals will be submitted to the Legislative Council in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB148

(Question Serial No. 2230)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, under which each participating school will receive a grant of \$150,000 per annum. The additional annual expenditure is estimated to be around \$170 million. In this connection, please inform this Committee of:

1. the respective number and list of primary and secondary schools in receipt of the grant, the names of their Mainland counterparts, the professional support provided, the number of participating school personnel and students and their percentage against the total in the 2015/16, 2016/17 and 2017/18 school years;
2. the Education Bureau has mentioned that it would commission an independent consultant to conduct an overall review of the effectiveness of the Pilot Scheme in the 2017/18 school year. What are its scope, methodology, evaluation criteria and results of this review?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 109)

Reply:

1. The Education Bureau has launched a three-year Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) from the 2015/16 school year, under which financial and professional support is provided for local public sector and Direct Subsidy Scheme schools (including special schools) that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities. A total of 250 secondary, 260 primary and 25 special schools have been approved to participate in the Pilot Scheme. In the 2015/16 and 2016/17 school years, the participation of teachers and students in the sister school exchange activities under the Pilot Scheme exceeded 12 000 and 46 000 respectively. As individual teachers and students may take part in more than one sister school exchange activity and we have not collected the relevant information, we are unable to provide the

percentage of those who have participated against the total. On top of a fixed grant, we also provide participating schools with professional support, including organising exchange activities and sharing sessions, offering advice and assistance on exchange activities, and collecting and disseminating good practices. As a prevailing practice, we do not disclose the names of participating schools in the Pilot Scheme and the relevant information to avoid possible labelling and unnecessary pressure on individual schools.

2. The EDB planned to commission an independent consultant in the 2017/18 school year to review the effectiveness of the Pilot Scheme. However, as schools were generally positive about the Pilot Scheme and keen to know the post-Pilot Scheme arrangements as soon as possible, the EDB decided to regularise the Pilot Scheme. The independent consultant will instead focus on identifying the successful outcomes and areas for improvement of the Sister School Scheme, so that the experience consolidated can provide reference for schools. The independent consultant will collect views and data through questionnaire surveys, focus group discussions and in-depth interviews with relevant stakeholders. The review is still in progress.

- End -

CONTROLLING OFFICER'S REPLY

EDB149

(Question Serial No. 2323)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

According to Matters Requiring Special Attention in 2018-19, the Bureau will continue to implement the Fourth Strategy on Information Technology in Education. In this connection, please advise this Committee of the following:

- (a) What 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? What is the expenditure required for completion of the work?
- (b) How many e-textbooks are currently available for schools' adoption? What are the relevant subjects? How many of them are published under the e-Textbook Market Development Scheme?
- (c) In the past year, how many new e-textbooks were made available for schools' adoption? What are the relevant subjects?
- (d) What is the respective number of schools that used e-textbooks for teaching in the 2016/17, 2017/18 and 2018/19 school years? What is the percentage out of the total number of schools in Hong Kong? How is the effectiveness?
- (e) What measures will the Administration take to encourage various enterprises and organisations to develop more e-textbooks?
- (f) 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?
- (g) Has the Administration reviewed the current situation of e-textbook publication and assessed the effectiveness of schools' implementation of e-learning? Will the

Administration consider setting aside dedicated funding for schools' development of e-learning?

(h) 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 and setting a clear timetable and targets for improving schools' supporting hardware and software, enhancing teachers' training in e-learning, adjusting teaching philosophies and learning modes, and developing electronic teaching materials, so that there is a clearer direction for development of e-learning among all stakeholders, including schools, teachers, students, parents and publishers?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 22)

Reply:

(a)

Under the Fourth Strategy on Information Technology in Education (ITE4), the establishment of WiFi campus for some 1 000 public sector schools in Hong Kong will be basically completed in the 2017/18 school year. As at February 2018, 95% of schools have completed the relevant works. The ITE4 involves a total non-recurrent funding of \$105 million.

(b) and (c)

There are currently 49 sets of e-textbooks on the Recommended e-Textbook List (eRTL) for schools' adoption. When compared with last year, there is an addition of 3 sets of e-textbooks on particular subjects, namely Chinese Language for senior primary levels and Science for junior secondary levels. The rest of the e-textbooks covered by eRTL are: Chinese Language, English Language, Mathematics, Putonghua, General Studies and Physical Education for primary levels, and Chinese Language, English Language, Mathematics, Geography, History, Computer Education, Life and Society, and Science for junior secondary levels. Among these 49 sets of e-textbooks, 34 sets were developed under the e-Textbook Market Development Scheme (EMADS).

(d)

Since the 2015/16 school year, the Education Bureau (EDB) has been conducting annual questionnaire survey on the use of e-textbooks among schools. According to the findings, 74.7% of primary schools and 10% of secondary schools used e-textbooks on a trial basis and/or purchased e-textbooks in the 2015/16 school year. In the 2016/17 school year, 62.7% of primary schools and 31.3% of secondary schools purchased and used e-textbooks for one or more than one subject. Since the survey for the 2017/18 school year will not be conducted until mid-2018, figures on schools using e-textbooks in the 2017/18 school year are not yet available. Though there has not been any official survey or research on the contribution of the use of e-textbooks to learning and teaching in schools, we gather from school visits that schools are very positive about the use of e-textbooks.

(e)

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. The submission of e-textbooks for review has become a regular practice and there are 3 submission periods each year. e-Textbooks approved under this quality assurance mechanism will be listed on eRTL together with those developed under EMADS for adoption by schools.

(f) to (h)

All e-textbooks on eRTL have been approved under the quality assurance mechanism and the quality assurance mechanism has also been reviewed with reference to the experience gained from EMADS, rapid development of technology and market needs. The EDB will continue to engage e-textbook developers, publishers, professionals and educators in IT education, school principals and frontline teachers in discussion and exchange on the standard requirements for future submission of e-textbooks for review. Regular meetings with e-textbook developers and publishers are arranged to study the development of e-textbooks. In addition, we conduct school visits and meetings with teachers to gain a better understanding of the use 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 realising 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. As revealed from the findings of a survey completed in August 2017, schools are taking forward IT in education smoothly. Over 95% of schools have included elements of IT in education in their school development plans, and over 90% of schools have made progress in implementing e-learning according to the targets set in their school development plans since 2015.

The EDB has been providing all public sector schools with an annual recurrent Composite Information Technology Grant at amounts ranging from \$197,929 to \$680,748, depending on the school type and the number of classes, to meet the diversified needs of schools on e-learning. In addition, starting from the 2017/18 school year, the EDB has been providing a recurrent Information Technology Staffing Support Grant of \$25,000 per month to all public sector primary and secondary schools for strengthening the IT staffing support to practise e-learning and take forward various education initiatives which will harness IT. Both of these recurrent grants are dedicated funds 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.

Nevertheless, the best and most effective way for learning and teaching varies across different subjects, curricula and abilities of students. It is therefore a school-based decision as to whether e-learning should be adopted across the board. The EDB will continue to keep in view schools' needs for support in the implementation of e-learning.

- End -

CONTROLLING OFFICER'S REPLY

EDB150

(Question Serial No. 2417)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau inform this Committee about the following information from 2012/13 to 2017/18 academic years:

- (a) the total number of students and the number of local non-Chinese speaking (NCS) students who graduated from Secondary 6 for the respective academic years;
- (b) the total number of students and the number of local NCS students enrolled for publicly funded and self-financed programmes for undergraduate degree, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate for the respective academic years (please provide a breakdown by funding, institution and programme category);
- (c) the average amount of tuition fees paid by each local NCS graduate for completing publicly funded and self-financed programmes for undergraduate degree, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate by category for the respective academic years (please provide a breakdown by funding, institution and programme category);
- (d) the average annual salary of local NCS graduates from the programmes of Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate for the respective academic years;
- (e) the financial resources the government allocated to promote the learning of Chinese for NCS students (to vocational Chinese level) in different post-secondary educational institutions for the respective academic years.

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. (LegCo use): 34)

Reply:

- (a) The number of students and non-Chinese speaking (NCS) students attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum from the 2013/14 to 2017/18 school years are set out at **Annex 1**.
- (b) The total number of students and the number of NCS students enrolled in full-time locally-accredited non-University Grants Committee (UGC)-funded programmes from the 2013/14 to 2017/18 academic years (AYs) are set out at **Annexes 2** and **3** respectively (Information about the number of NCS students provided by institutions includes local and non-local NCS students).

The student intake (including local NCS students) of full-time UGC-funded programmes from the 2013/14 to 2017/18 AYs is set out at **Annex 4**. The number of students and the number of NCS students enrolled in full-time subsidised programmes offered by the Vocational Training Council (VTC) from the 2013/14 to 2017/18 AYs are set out at **Annex 5** (Figures include local and non-local NCS students).

- (c) The tuition fees for publicly-funded programmes applies to all local students regardless of whether one is a NCS student. The range of tuition fees of publicly-funded full-time programmes in the 2017/18 AY is as follows:

Type of Programme	Range of Annual Tuition Fees 2017/18 AY
Undergraduate	\$42,100
Sub-degree	\$15,040 – \$31,575
Diploma of Foundation Studies	\$20,500
Diploma of Vocational Education	\$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 complete the entire 12-year free education.

The range of annual tuition fees of self-financing programmes is as follows:

Type of Programme	Range of Annual Tuition Fees 2017/18 AY
Undergraduate (including top-up degree)	\$54,900 – \$286,763 (Note 1)
Sub-degree (including associate degree and higher diploma)	\$41,000 – \$88,150 (Note 1)
Diploma of Foundation Studies	\$26,500
Diploma of Vocational Education	Not applicable (Note 2)

Note 1: Annual tuition fees for individual programmes within the course period vary from year to year. The figures are the average annual tuition fees for enrolling in the respective programmes.

Note 2: VTC did not offer self-financing Diploma of Vocational Education in the 2017/18 AY.

- (d) VTC did not have information on the average annual salary of local NCS graduates.
- (e) As far as post-secondary institutions are concerned, since funding for support services for NCS students in learning Chinese 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 services provided for such students in learning Chinese.

Number of Students and NCS Students Attending Secondary 6 in Public Sector and Direct Subsidy Scheme Schools Offering the Local Curriculum from the 2013/14 to 2017/18 School Years

	2013/14 School Year	2014/15 School Year	2015/16 School Year	2016/17 School Year	2017/18 School Year
Number of Secondary 6 students ^{Note}	65 533	61 639	56 725	51 844	51 535
Number of NCS students attending Secondary 6	829	930	1 150	1 186	1 317

Notes:

1. Figures refer to the number of students attending Secondary 6 in the respective school years. EDB does not have full figures on Secondary 6 graduates.
2. Figures refer to the position as at September of the respective school year.
3. Figures cover the students attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include students in special schools.

**Number of Students Enrolled in Full-time Locally-accredited Non-UGC-funded Sub-Degree Programmes,
First-year-first-degree and Top-up Degree Programmes by Institution
from the 2013/14 to 2017/18 AYs**

Institution	2013/14 AY				2014/15 AY				2015/16 AY				2016/17 AY				2017/18 AY ^[1]			
	Number of Students				Number of Students				Number of Students				Number of Students				Number of Students			
	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	Sub-degree	First-year-first-degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	394	-	-	394	373	-	-	373	322	-	-	322	284	-	-	284	307	-	-	307
Caritas Institute of Community Education	-	-	-	-	36	-	-	36	112	-	-	112	157	-	-	157	148	-	-	148
Caritas Institute of Higher Education	544	73	158	775	419	307	312	1 038	366	405	516	1 287	320	509	586	1 415	265	1 044	225	1 534
Centennial College	-	341	130	471	-	411	198	609	-	450	172	622	-	292	79	371	-	150	62	212
Chu Hai College of Higher Education	1	1 663	-	1 664	-	1 671	-	1 671	-	1 503	-	1 503	-	974	-	974	-	629	195	824
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/University of Wollongong Hong Kong	6 591	1	2 418	9 010	5 489	1	2 786	8 276	5 566	-	1 814	7 380	6 217	227	1 018	7 462	5 939	472	816	7 227
Gratia Christian College	-	-	-	-	-	-	-	-	-	51	-	51	-	60	-	60	7	78	-	85
Hang Seng Management College	410	3 260	192	3 862	206	4 182	162	4 550	94	4 550	225	4 869	-	4 149	382	4 531	-	4 268	601	4 869
HKU SPACE Po Leung Kuk Stanley Ho Community College	3 783	-	-	3 783	2 371	-	-	2 371	2 283	-	-	2 283	2 138	-	-	2 138	1 785	-	-	1 785
Hong Kong Adventist College	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	128	126	-	254	111	138	-	249	93	116	-	209	75	104	-	179	70	99	-	169
Hong Kong Baptist University and its School of Continuing Education and College of International Education	4 496	-	1 367	5 863	3 500	132	1 677	5 309	3 537	252	1 908	5 697	3 542	379	1 796	5 717	3 256	538	1 742	5 536
Hong Kong College of Technology and HKCT Institute of Higher Education	864	-	-	864	620	@	@	620	506	@	@	506	415	@	@	415	392	@	@	392
Hong Kong Institute of Technology	1 063	111	209	1 383	589	320	248	1 157	416	228	138	782	491	139	161	791	338	204	163	705
Hong Kong Nan Yan College of Higher Education	29	-	-	29	20	8	15	43	19	30	27	76	12	33	17	62	1	34	14	49
Hong Kong Shue Yan University	0	5 156	-	5 156	-	5 093	-	5 093	-	5 112	-	5 112	-	4 454	-	4 454	-	3 923	276	4 199
Kaplan Business and Accountancy School	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Institution	2013/14 AY				2014/15 AY				2015/16 AY				2016/17 AY				2017/18 AY ^[1]			
	Number of Students				Number of Students				Number of Students				Number of Students				Number of Students			
	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	Sub-degree	First-year-first-degree ^[2]	Top-up Degree	Total
The Community College at Lingnan University and Lingnan Institute of Further Education	4 530	-	-	4 530	1 684	-	-	1 684	1 106	-	-	1 106	938	-	-	938	931	-	-	931
Pui Ching Academy	3	-	-	3	2	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	92	-	-	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	492	-	492	-	577	-	577	-	524	-	524	-	553	-	553	-	597	-	597
School of Continuing and Professional Studies, The Chinese University of Hong Kong	2 814	-	355	3 169	2 197	-	387	2 584	2 162	-	285	2 447	1 881	-	165	2 046	1 694	-	90	1 784
The Hong Kong Academy for Performing Arts	-	629	-	629	-	654	-	654	-	643	-	643	-	697	-	697	-	720	-	720
The Education University of Hong Kong	448	891	174	1 513	361	1 004	166	1 531	294	1 251	250	1 795	92	1 189	250	1 531	-	1 019	325	1 344
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	7 685	-	3 570	11 255	6 786	-	3 992	10 778	6 822	-	3 939	10 761	7 373	-	3 500	10 873	9 419	-	3 109	12 528
The Hong Kong University of Science and Technology	-	-	-	-	-	41	-	41	-	88	-	88	-	120	-	120	-	142	-	142
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 120	4 664	1 728	7 512	1 466	5 322	2 131	8 919	1 835	6 058	2 570	10 463	1 773	6 605	2 628	11 006	1 579	6 491	2 622	10 692
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	7 289	64	215	7 568	5 508	164	544	6 216	5 381	182	1 073	6 636	5 185	159	645	5 989	4 800	132	375	5 307
Tung Wah College	472	907	285	1 664	264	1 145	439	1 848	220	1 393	442	2 055	318	1 533	442	2 293	435	1 575	416	2 426
Vocational Training Council ^[3]	9120	760	1 222	11102	7551	1 377	2 162	11090	6619	2 306	1 754	10679	5527	2 779	1 670	9976	4469	3 130	1 824	9423
Yew Chung Community College	92	-	-	92	104	-	-	104	185	-	-	185	213	-	-	213	177	-	-	177
YMCA College of Careers	63	-	-	63	32	-	-	32	69	-	-	69	57	-	-	57	41	-	-	41

Notes:

- [1] Provisional figures as at end of December 2017. The final number of students is subject to change.
- [2] Includes the number of students under the Study Subsidy Scheme for Designated Professions/Sectors implemented since the 2015/16 AY.
- [3] Only includes the self-financing sub-degree, first-year-first-degree and top-up degree programmes provided by VTC.
- [-] Denotes no such programmes were offered by the institutions.
- [@] No figures were provided by the institutions.

**Number of NCS Students Enrolled in Full-time Locally-accredited Non-UGC-funded
Sub-degree and Undergraduate Programmes by Institution
from the 2013/14 to 2017/18 AYs**

AY	Institution	Number of NCS Students		
		Sub-degree	Undergraduate	Total
2013/14	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	31	31
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/University of Wollongong Hong Kong	27	2	29
	HKU SPACE Po Leung Kuk Stanley Ho Community College	28	0	28
	Hong Kong Art School	0	4	4
	Hong Kong Baptist University and its School of Continuing Education and College of International Education	21	0	21
	Hong Kong Institute of Technology	18	3	21
	Hong Kong Shue Yan University	0	1	1
	The Community College at Lingnan University and Lingnan Institute of Further Education	3	0	3
	SCAD Foundation (Hong Kong) Limited/ Savannah College of Art and Design, Inc.	0	186	186
	Hong Kong Academy for Performing Arts	0	12	12
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1	0	1
	The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional and Executive Development	8	2	10
	The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	13	0	13
	The University of Hong Kong – HKU SPACE & HKU SPACE Community College	73	3	76
	Tung Wah College	2	22	24
	Vocational Training Council	84	16	100
	Yew Chung Community College	25	0	25
	Total	313	285	598
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 and its School of Continuing and Professional Education and Community College of City University/University of Wollongong	63	8	71

AY	Institution	Number of NCS Students		
		Sub-degree	Undergraduate	Total
	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 and its School of Continuing Education and College of International Education	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
	The Community College at Lingnan University and Lingnan Institute of Further Education	4	0	4
	SCAD Foundation (Hong Kong) Limited/ Savannah College of Art and Design, Inc.	0	228	228
	Hong Kong Academy for Performing Arts	0	7	7
	The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional and Executive Development	10	7	17
	The Hong Kong University of Science and Technology	0	38	38
	The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	21	32	53
	The University of Hong Kong – HKU SPACE & HKU SPACE Community College	119	14	133
	Tung Wah College	1	24	25
	Vocational Training Council	118	15	133
	Yew Chung Community College	23	0	23
	Total	427	451	878
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 and its School of Continuing and Professional Education and Community College of City University/University of Wollongong 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 and its School of Continuing Education and College of International Education	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
	The Community College at Lingnan University and Lingnan Institute of Further Education	10	0	10

AY	Institution	Number of NCS Students		
		Sub-degree	Undergraduate	Total
	SCAD Foundation (Hong Kong) Limited/ Savannah College of Art and Design, Inc.	0	182	182
	Hong Kong Academy for Performing Arts	0	10	10
	The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional and Executive Development	8	7	15
	The Hong Kong University of Science and Technology	0	79	79
	The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	34	4	38
	The University of Hong Kong – HKU SPACE & HKU SPACE Community College	130	32	162
	Tung Wah College	0	22	22
	Vocational Training Council	141	23	164
	Yew Chung Community College	28	0	28
	Total	549	464	1 013
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 and its School of Continuing and Professional Education and Community College of City University/University of Wollongong 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 and its School of Continuing Education and College of International Education	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
	The Community College at Lingnan University and Lingnan Institute of Further Education	11	0	11
	SCAD Foundation (Hong Kong) Limited/ Savannah College of Art and Design, Inc.	0	207	207
	Hong Kong Academy for Performing Arts	0	13	13
	The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional and Executive Development	6	13	19
	The Hong Kong University of Science and Technology	0	107	107
	The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	25	2	27
	The University of Hong Kong – HKU SPACE & HKU SPACE Community College	109	34	143
	Tung Wah College	1	22	23
	Vocational Training Council	168	43	211

AY	Institution	Number of NCS Students		
		Sub-degree	Undergraduate	Total
	Yew Chung Community College	35	0	35
	Total	691	542	1 233
2017/18	Caritas Bianchi College of Careers	4	0	4
	Caritas Institute of Higher Education	2	7	9
	Centennial College	0	45	45
	Chu Hai College of Higher Education	0	0	0
	City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University/University of Wollongong Hong Kong	401	49	450
	Hang Seng Management College	0	21	21
	HKU SPACE Po Leung Kuk Stanley Ho Community College	103	0	103
	Hong Kong Art School	0	4	4
	Hong Kong Baptist University and its School of Continuing Education and College of International Education	8	2	10
	Hong Kong College of Technology	3	0	3
	Hong Kong Institute of Technology	2	3	5
	Lingnan Institute of Further Education	8	0	8
	SCAD Foundation (Hong Kong) Limited/ Savannah College of Art and Design, Inc.	0	246	246
	Hong Kong Academy for Performing Arts	0	16	16
	The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional and Executive Development	8	13	21
	The Hong Kong University of Science and Technology	0	123	123
	The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	22	5	27
	The University of Hong Kong – HKU SPACE & HKU SPACE Community College	127	44	171
	Tung Wah College	2	22	24
	Vocational Training Council	198	56	254
	Yew Chung Community College	41	0	41
	Total	929	656	1 585

Note: The above figures include all NCS students who enrolled in the above full-time programmes regardless of whether or not they are local students.

**Student Intake of Full-time UGC-funded Programmes by Level of Study
from the 2013/14 to 2017/18 AYs**

AY	Level of Study		CityU	HKBU	LU	CUHK	EDUHK	PolyU	HKUST	HKU	Total (Headcount)
2013/14	Sub-degree	Total no. of students admitted	458	-	-	-	220	1 472	-	-	2 150
		No. of local NCS students admitted	4	-	-	-	-	3	-	-	7
	Undergraduate	Total no. of students admitted	3 406	1 761	698	3 891	771	3 816	2 336	3 759	20 438
		No. of local NCS students admitted	46	1	20	24	8	7	98	23	227
	Sub-degree	Total no. of students admitted	484	-	-	-	273	1 274	-	-	2 031
		No. of local NCS students admitted	12	-	-	-	-	5	-	-	17
2014/15	Undergraduate	Total no. of students admitted	3 764	1 917	709	3 936	831	4 268	2 281	4 012	21 718
		No. of local NCS students admitted	52	6	8	42	11	9	80	18	226
	Sub-degree	Total no. of students admitted	501	-	-	-	327	1 203	-	-	2 031
		No. of local NCS students admitted	2	-	-	-	1	1	-	-	4
2015/16	Undergraduate	Total no. of students admitted	3 776	1 949	713	3 986	790	4 360	2 430	4 004	22 008
		No. of local NCS	58	4	7	24	7	10	90	20	220

		students admitted									
2016/17	Sub-degree	Total no. of students admitted	459	-	-	-	334	1 136	-	-	1 929
		No. of local NCS students admitted	24	-	-	-	4	2	-	-	30
	Undergraduate	Total no. of students admitted	3 883	1 961	664	4 255	867	4 626	2 500	4 133	22 889
		No. of local NCS students admitted	99	5	1	24	-	4	83	37	253
2017/18 (provisional figures)	Sub-degree	Total no. of students admitted	379	-	-	-	377	621	-	-	1 377
		No. of local NCS students admitted	7	-	-	-	1	9	-	-	17
	Undergraduate	Total no. of students admitted	3 882	2 056	713	4 345	896	4 325	2 607	4 186	23 010
		No. of local NCS students admitted	100	14	32	31	11	27	95	42	352

Notes:

1. The above figures include first year student intakes and senior student intakes.
2. [-] denotes nil.
3. 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 and Technology

CUHK The Chinese University of Hong Kong

HKU The University of Hong Kong

**Number of Students Enrolled in Full-time Subsidised Programmes
Offered by the VTC**

AY	2013/14	2014/15	2015/16	2016/17	2017/18 (provisional figures)
Higher Diploma	9 437	11 018	11 418	11 367	9 784
Diploma of Foundation Studies	3 503	3 752	4 086	3 750	4 178
Diploma of Vocational Education	4 025	4 535	4 986	5 334	4 592
Certificate of Vocational Education	803	716	844	933	895
Other Diplomas/Certificates	1 832	1 734	1 487	1 568	1 764
Number of Students	19 600	21 755	22 821	22 952	21 213

Number of NCS Students Enrolled in Subsidised and Self-financing Degree and Diploma Programmes Awarded (Full-time and Part-time) by VTC

AY	2013/14	2014/15	2015/16	2016/17	2017/18 (provisional figures)
Local NCS Students (Notes 1 & 3)	221	353	413	462	499
Undergraduate	7	13	23	36	44
Higher Diploma	89	124	153	178	205
Diploma of Foundation Studies/Foundation Diploma	74	155	151	162	175
Diploma/Certificate of Vocational Education	51	61	86	86	75

Note 1: The above figures include all NCS students who enrolled in the above full-time and part-time programmes regardless of whether or not they are local students, but do not include NCS students who enrolled in programmes of short duration.

Note 2: As a general practice and to ensure timely and quality response to Members' questions, we only provide budget-related information for up to 5 years.

Note 3: There is no breakdown of NCS students by amount of subsidy received.

- End -

CONTROLLING OFFICER'S REPLY**EDB151****(Question Serial No. 2418)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the Education Bureau provide information on 2012/13 to 2017/18 academic years:

- (a) the number of local ethnic minority students in each of the member institutions of the Vocational Training Council for the respective academic years disaggregated by ethnicity;
- (b) the number of local ethnic minority students enrolled in each programme (both dedicated and non-dedicated to NCS students) in the Vocational Training Council for the respective academic years disaggregated by programme and ethnicity.

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. (LegCo use): 35)Reply:

The Vocational Training Council (VTC) has offered programmes dedicated to non-Chinese speaking (NCS) students and also programmes not dedicated to NCS students for local ethnic minority students. As the applicants are not required to provide information on their ethnicity for enrolment in programmes of short duration, a breakdown of all NCS students disaggregated by ethnicity in each member institution and in each programme is not available. Based on the available information, a breakdown of the NCS students by major ethnicity groups from the 2012/13 to 2017/18 academic years (AYs) is given below:

Ethnicity	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (provisional)
Pakistani	No figures by ethnicity	78	117	113	128	116
Nepalese		29	70	97	103	119
Filipino		45	56	76	90	96
Indian		20	51	45	51	56
Thai		5	4	12	12	13
Others ^(Note 1)		44	55	70	78	99

Note 1: Including other ethnic minorities such as White, Indonesian, Korean, Japanese, Vietnamese, etc.

Note 2: Students attending other programmes of short duration dedicated to NCS students are not required to provide information about their ethnicity to VTC.

The number of local NCS students by type of programmes from the 2012/13 to 2017/18 AYs is set out below:

Type of Programme	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (provisional)
Bachelor Degree	No figures by type of programme	7	13	23	36	44
Higher Diploma		89	124	153	178	205
Diploma of Foundation Studies/Foundation Diploma		74	155	151	162	175
Diploma/Certificate of Vocational Education		51	61	86	86	75

- End -

CONTROLLING OFFICER'S REPLY

EDB152

(Question Serial No. 2634)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding kindergarten education, would the Government please provide the following information:

(a) By district, ethnicity and school type, please list the numbers of non-Chinese speaking (NCS) students studying in local kindergartens and kindergarten-cum-child care centres in the past 3 years, and the percentages of those kindergartens and kindergarten-cum-child care centres which admitted 8 or more NCS students; and

(b) In the 2018/19 school year, whether the Administration has any plan to enhance support for NCS students, including the provision of sufficient basic subsidies for kindergartens which admitted less than 8 NCS students, and the implementation of the "Chinese as a second language" curriculum in kindergartens as soon as possible; if yes, what are the details and estimated expenditure? if no, what are the reasons?

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. (LegCo use): 62)

Reply:

(a)

At present, all kindergartens (KGs) in Hong Kong are privately run. The KG sector, which comprises local and non-local KGs, can flexibly respond to parents' different demands and children's diverse needs. According to the information collected through the annual Student Enrolment Survey, in the past 3 school years (2015/16 to 2017/18), the number of ethnic minority students studying in local KGs by school type, district and ethnicity, and the percentage of local KGs admitting 8 or more non-Chinese speaking (NCS) students by school type and district are tabulated at Appendices 1 and 2 respectively. The two sets of data are not comparable since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

(b)

The new KG education scheme (Scheme) was launched in the 2017/18 school year. Under the Scheme, we have strengthened the support for NCS students. All KGs, regardless of the number of NCS students admitted, may apply for related teacher training and school-based professional support services. KGs admitting 8 or more NCS students are eligible for an additional grant to support NCS students. For the 2018/19 school year, the estimated expenditure on the grant is \$57 million. As regards KGs admitting a handful (i.e. 1 to 7) of NCS students, they provide an immersed Chinese language environment conducive to NCS students' learning of Chinese as well as integration into the community.

Regarding teachers' training, we have set specific targets, that is, KGs joining the Scheme and receiving the grant for supporting NCS students should have at least 1 teacher completed the Education Bureau's basic training programme by the end of the 2018/19 school year; and all KGs joining the Scheme and admitting NCS students (regardless of the number) should meet this requirement by the end of the 2020/21 school year. In this connection, a supply teacher grant will be provided starting from the 2018/19 school year to facilitate KGs in arranging teachers to attend the specified training on supporting NCS students. The estimated expenditure on the programme and supply teacher grant for the 2018/19 school year is \$1.8 million.

We consider it inappropriate to implement a "Chinese as a second language" curriculum in KGs. KG education should uphold "child-centredness" as the core value, dovetail with the children's growth and pace of development, their needs and characteristics, and integrated learning activities should be designed with real-life themes. As such, learning contents are not confined to a specific learning area and subject-based teaching should not be adopted. On language learning, the language development process of both Chinese speaking and NCS children is similar. We suggest that KGs offer children an integrated language learning experience by making use of resources from real life experiences and providing a rich multi-lingual environment by making use of interesting listening and speaking activities, such as singing nursery rhymes, listening to stories and daily conversations to help children develop confidence in using language for communication, and incorporate naturally the reading and writing experiences into daily teaching contexts.

The number of ethnic minority students studying in local KGs by school type, district and ethnicity in the 2015/16 school year

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Non-profit-making	Central & Western	1	106	38	22	35	5	3	1	13	46	25	295
	Wan Chai	5	40	28	26	75	6	6	5	13	30	40	274
	Eastern	5	76	45	102	7	20	8	18	17	60	109	467
	South	0	4	9	17	5	0	3	0	3	15	12	68
	Yau Tsim Mong	12	48	31	93	422	6	4	2	16	5	26	665
	Sham Shui Po	7	12	49	126	40	10	3	5	26	7	43	328
	Kowloon City	3	83	205	126	44	20	7	6	4	19	50	567
	Wong Tai Sin	1	2	5	64	7	5	15	0	1	4	15	119
	Kwun Tong	6	10	16	118	3	1	5	0	3	3	23	188
	Sai Kung	3	29	15	41	0	7	1	3	8	86	30	223
	Sha Tin	1	1	15	16	3	4	2	2	5	20	10	79
	Tai Po	0	3	2	7	0	2	1	0	1	11	20	47
	North	0	0	2	5	0	5	0	2	0	1	7	22
	Yuen Long	4	43	35	205	229	7	4	1	13	21	68	630
	Tuen Mun	2	23	6	124	3	2	1	2	9	13	28	213
	Tsuen Wan	1	2	10	26	24	2	0	5	0	7	36	113
	Kwai Tsing	4	16	40	224	34	3	3	3	4	11	15	357
	Islands	10	81	69	120	16	27	6	9	13	164	70	585
	All Districts	65	579	620	1 462	947	132	72	64	149	523	627	5 240

Appendix 1(a) (cont'd)

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Private Independent	Central & Western	0	0	5	0	1	1	0	2	1	17	35	62
	Wan Chai	0	0	0	0	0	0	0	0	0	14	0	14
	Eastern	0	3	2	2	0	94	0	6	1	22	58	188
	South	0	0	1	0	0	2	1	1	9	93	5	112
	Yau Tsim Mong	2	3	36	6	6	14	2	15	11	90	11	196
	Sham Shui Po	0	0	0	0	0	0	0	0	0	1	0	1
	Kowloon City	0	0	13	0	1	34	0	5	1	25	9	88
	Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	0	0
	Kwun Tong	0	0	0	0	0	0	0	0	0	0	0	0
	Sai Kung	0	4	18	0	0	0	0	1	0	3	9	35
	Sha Tin	0	0	6	3	0	13	0	0	0	2	8	32
	Tai Po	0	1	1	0	1	1	0	0	3	7	4	18
	North	0	0	3	3	0	2	0	0	0	2	0	10
	Yuen Long	2	0	8	7	2	0	0	3	0	0	5	27
	Tuen Mun	2	2	0	0	0	0	2	1	2	12	11	32
	Tsuen Wan	0	0	3	1	1	2	0	0	0	2	8	17
	Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
	Islands	15	7	41	1	0	20	1	15	10	134	93	337
	All Districts	21	20	137	23	12	183	6	49	38	424	256	1 169

Note:

1. Figures refer to the position as at September 2015.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. Figures cover ethnic minority students regardless of their spoken language.

The number of ethnic minority students studying in local KGs by school type, district and ethnicity in the 2016/17 school year

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Non-profit-making	Central & Western	1	97	35	21	39	5	5	3	12	72	33	323
	Wan Chai	13	35	34	23	78	4	7	2	9	26	42	273
	Eastern	10	56	51	110	6	15	9	16	12	78	115	478
	South	1	4	9	14	6	0	2	5	6	19	3	69
	Yau Tsim Mong	22	41	29	99	422	4	2	0	12	4	28	663
	Sham Shui Po	8	9	79	140	46	9	5	6	23	8	50	383
	Kowloon City	4	67	203	135	31	37	7	9	11	42	55	601
	Wong Tai Sin	0	3	8	74	9	3	19	2	1	1	18	138
	Kwun Tong	2	8	17	90	2	1	5	4	1	4	26	160
	Sai Kung	2	30	17	44	2	6	1	4	9	80	63	258
	Sha Tin	0	1	13	28	1	7	3	3	0	17	30	103
	Tai Po	0	0	0	7	0	0	1	0	3	10	15	36
	North	0	0	1	14	3	5	1	0	0	5	21	50
	Yuen Long	10	35	37	234	226	5	7	2	11	16	96	679
	Tuen Mun	4	25	17	106	2	1	6	4	7	16	32	220
	Tsuen Wan	1	1	9	25	24	3	0	3	0	19	35	120
	Kwai Tsing	1	19	36	242	28	0	2	3	3	7	10	351
	Islands	5	105	100	83	23	20	11	8	14	147	93	609
	All Districts	84	536	695	1 489	948	125	93	74	134	571	765	5 514

Appendix 1(b) (cont'd)

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Private Independent	Central & Western	0	0	5	0	0	0	0	1	0	27	31	64
	Wan Chai	0	0	0	0	0	0	0	0	0	17	0	17
	Eastern	1	0	2	0	0	99	1	4	1	13	41	162
	South	0	1	5	0	0	2	1	3	9	102	4	127
	Yau Tsim Mong	0	1	33	1	9	12	2	20	19	51	28	176
	Sham Shui Po	0	0	0	0	0	0	1	0	0	0	2	3
	Kowloon City	0	0	21	1	0	28	0	1	2	27	3	83
	Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3
	Kwun Tong	0	0	3	0	0	0	0	0	0	0	0	3
	Sai Kung	7	5	17	0	0	1	0	2	1	14	3	50
	Sha Tin	1	1	2	3	0	8	0	1	1	5	5	27
	Tai Po	0	1	0	0	0	0	0	0	1	7	0	9
	North	0	0	2	0	0	0	0	0	0	1	0	3
	Yuen Long	0	0	3	0	9	0	0	0	0	0	3	15
	Tuen Mun	0	1	4	1	0	1	1	1	2	5	3	19
	Tsuen Wan	0	1	3	3	1	1	0	2	0	2	5	18
	Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
	Islands	1	4	57	1	0	22	1	18	11	184	18	317
	All Districts	10	15	157	10	19	174	7	53	47	455	149	1096

Note:

1. Figures refer to the position as at September 2016.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. Figures cover ethnic minority students regardless of their spoken language.

The number of ethnic minority students studying in local KGs by school type, district and ethnicity in the 2017/18 school year

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Non-profit-making	Central & Western	2	93	38	16	36	7	3	2	19	52	26	294
	Wan Chai	9	54	18	12	79	4	9	3	14	32	46	280
	Eastern	7	73	52	99	4	17	13	19	11	91	75	461
	South	2	7	8	12	5	1	0	1	0	19	8	63
	Yau Tsim Mong	20	49	39	78	440	2	2	0	23	12	29	694
	Sham Shui Po	7	11	88	155	48	11	6	4	30	21	52	433
	Kowloon City	7	66	170	110	34	49	9	10	16	34	70	575
	Wong Tai Sin	2	1	13	74	4	3	14	0	2	2	21	136
	Kwun Tong	3	14	13	92	3	4	9	5	2	2	21	168
	Sai Kung	3	28	18	44	1	5	1	5	12	80	60	257
	Sha Tin	1	4	14	31	2	3	1	2	3	17	28	106
	Tai Po	0	3	0	9	0	0	1	0	0	3	20	36
	North	0	0	3	18	0	5	0	0	2	5	18	51
	Yuen Long	14	56	49	246	217	5	6	2	14	11	102	722
	Tuen Mun	9	20	34	101	1	4	9	5	12	22	39	256
	Tsuen Wan	1	4	4	23	24	2	2	4	1	31	33	129
	Kwai Tsing	6	25	41	232	35	0	2	3	6	11	19	380
	Islands	15	100	107	99	18	20	8	9	22	125	82	605
	All Districts	108	608	709	1 451	951	142	95	74	189	570	749	5 646

Appendix 1(c) (cont'd)

School Type	District	Ethnicity											Total
		Indonesian	Filipino	Indian	Pakistani	Nepalese	Japanese	Thai	Korean	Other Asian	White	Others	
Local Private Independent	Central & Western	0	1	5	0	0	1	2	1	3	33	40	86
	Wan Chai	0	0	0	0	0	0	0	0	1	21	0	22
	Eastern	1	2	3	0	0	85	0	3	6	14	61	175
	South	0	3	5	0	0	0	0	2	7	69	6	92
	Yau Tsim Mong	4	2	36	0	7	17	1	20	25	55	23	190
	Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0
	Kowloon City	0	1	24	1	0	34	0	1	5	30	14	110
	Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	0	0
	Kwun Tong	0	0	2	0	0	0	0	0	2	0	0	4
	Sai Kung	0	2	12	0	0	2	0	3	1	15	12	47
	Sha Tin	1	2	7	1	0	14	2	2	2	6	3	40
	Tai Po	0	0	0	1	0	0	0	0	1	5	0	7
	North	0	1	1	0	0	1	0	0	0	2	0	5
	Yuen Long	0	0	7	2	8	0	0	0	0	2	0	19
	Tuen Mun	0	1	1	3	0	1	0	2	1	2	0	11
	Tsuen Wan	0	1	3	1	0	1	0	0	0	1	1	8
	Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
	Islands	1	3	51	0	0	15	2	19	22	135	25	273
	All Districts	7	19	157	9	15	171	7	53	76	390	185	1 089

Note:

1. Figures refer to the position as at September 2017.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. Figures cover ethnic minority students regardless of their spoken language.

The percentage of local KGs admitting 8 or more NCS students by school type and district
from the 2015/16 to 2017/18 school years

District	2015/16		2016/17		2017/18	
	Non-profit-making	Private Independent	Non-profit-making	Private Independent	Non-profit-making	Private Independent
Central & Western	32.0%	25.0%	28.0%	40.0%	32.0%	50.0%
Wan Chai	40.0%	100.0%	50.0%	50.0%	55.0%	50.0%
Eastern	18.3%	27.3%	20.0%	50.0%	25.9%	50.0%
South	22.2%	50.0%	16.7%	33.3%	16.7%	33.3%
Yau Tsim Mong	24.1%	57.1%	25.0%	57.1%	28.6%	50.0%
Sham Shui Po	27.9%	0.0%	25.0%	0.0%	31.8%	0.0%
Kowloon City	17.3%	19.0%	21.2%	23.8%	20.8%	25.0%
Wong Tai Sin	4.3%	0.0%	15.2%	0.0%	13.0%	0.0%
Kwun Tong	5.8%	0.0%	5.7%	0.0%	7.0%	0.0%
Sai Kung	14.6%	42.9%	17.1%	66.7%	22.0%	28.6%
Sha Tin	1.8%	14.3%	3.6%	13.3%	5.1%	20.0%
Tai Po	0.0%	20.0%	0.0%	20.0%	0.0%	0.0%
North	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%
Yuen Long	21.7%	66.7%	27.5%	50.0%	28.6%	33.3%
Tuen Mun	13.6%	25.0%	15.0%	0.0%	23.7%	25.0%
Tsuen Wan	15.2%	0.0%	15.2%	0.0%	18.2%	0.0%
Kwai Tsing	14.0%	0.0%	19.3%	0.0%	29.8%	0.0%
Islands	59.1%	100.0%	60.9%	100.0%	60.9%	100.0%
All Districts	15.8%	26.4%	18.0%	28.6%	21.3%	27.8%

Note:

1. Figures refer to the position as at September of the respective year.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. For planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The figures above exclude those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB153****(Question Serial No. 2676)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)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 by government school, aided school, direct subsidy school in the school years 2014/15, 2015/16, 2016/17 and 2017/18:

School year	Number of NCS Students	Total funding provided (primary schools)	Primary schools				Total funding provided (secondary schools)	Secondary schools			
			government school	aided school	direct subsidy school	Total no. of school		government school	aided school	direct subsidy school	Total no. of school
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										
2017/18	Less than 10										
	10 – 25										
	26 – 50										
	51 – 75										
	76 – 90										
	91 or more										

2. Number of primary and secondary schools with 1 to 9 NCS students; those that received NCS funding, and the amount of funding involved disaggregated by government school, aided school, direct subsidy school in the school years 2014/15, 2015/16, 2016/17 and 2017/18.
3. How different schools use the funding by tabulating the amount of funding used by schools in 2014/15, 2015/16, 2016/17 and 2017/18:

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 (please specify)			

4. Tabulate the various types of support measures for NCS students and the respective number of schools finding such mode effective from 2014/15 to 2017/18 school years.

Intensive learning and teaching mode	Number of primary schools adopting such mode	Number of primary schools finding such mode (most) effective	Number of secondary schools adopting such mode	Number of secondary schools finding such mode (most) effective
Pull-out teaching				
Split-class/ group learning				
After-school consolidation [1]				

Increasing Chinese Language lesson time				
Cross-curricular learning				
Allocating more teachers or teaching assistants to a class				
Others (please specify)				

[1] Excluding after-school University Student Support Programmes

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 2)

Reply:

1. and 2. The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million 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 (DSS) schools offering the local curriculum and 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 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, these schools 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 Chinese Language classes. In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, the number of public sector and DSS schools offering the local curriculum that admitted 1 to 9 NCS students is 414, 410, 382 and 387 respectively. Among them, 58, 83, 179 and 202 (provisional) schools have been provided with the above-mentioned funding. According to our record for the past 4 school years, schools admitting 1 to 4 NCS students accounted for about 80% of the schools admitting 1 to 9 NCS students, and these schools seldom applied for the aforementioned additional funding to provide after-school support programmes in learning Chinese for their NCS students. The number of schools provided with the above-mentioned funding (with breakdown by school funding mode and 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 2017/18 school years are tabulated at Annex A.

3. From the 2014/15 to 2017/18 school years, the amount of funding deployed by schools 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. According to the reports on the usage of the above-mentioned funding for the 2014/15, 2015/16 and 2016/17 school years, as well as the plans on the usage of funding in the 2017/18 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 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 of 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 about school policies and administrative arrangements, providing support to individual NCS students as appropriate in class, and organise 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.
4. According to the plans on the usage of the above-mentioned funding submitted by the schools concerned, 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 the additional funding mentioned in (1) above from the 2014/15 to 2017/18 school years are tabulated at Annex C. As explained in (3) above, schools have adopted a holistic approach in resource planning and deployment of staff to arrange different intensive learning and teaching modes having regard to the learning progress and needs of the NCS students, and that a combination of 2 or more intensive learning and teaching modes have been adopted by most schools. Although the intensive learning and teaching modes adopted may vary between school years and schools, we believe the ones adopted are considered most effective by the schools concerned.

**Number of schools provided with the additional funding
(by school funding mode and number of 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 2017/18 school years**

School year	No. of NCS students	Expenditure (Primary) (\$ million)	Primary schools				Expenditure (Secondary) (\$ million)	Secondary schools				
			Government	Aided	Direct Subsidy Scheme (DSS)	Total		Government	Aided	Caput	DSS	Total
2014/15	Less than 10	1.25	1	24	0	25	1.65	1	30	0	2	33
	10–25	39.20	4	42	3	49	28.80	3	25	0	8	36
	26–50	17.10	0	17	1	18	10.45	0	5	0	6	11
	51–75	6.60	0	4	2	6	4.40	0	2	0	2	4
	76–90	3.75	0	2	1	3	1.25	0	1	0	0	1
	91 or above	36.00	3	18	3	24	31.50	1	10	0	10	21
2015/16	Less than 10	1.70	2	32	0	34	2.45	3	40	0	6	49
	10–25	45.60	4	49	4	57	32.80	3	33	0	5	41
	26–50	19.95	1	17	3	21	12.35	0	5	0	8	13
	51–75	6.60	0	6	0	6	7.70	0	6	0	1	7
	76–90	2.50	0	1	1	2	0.00	0	0	0	0	0
	91 or above	39.00	3	20	3	26	36.00	1	11	0	12	24
2016/17	Less than 10	4.60	6	85	1	92	4.35	6	72	0	9	87
	10–25	48.80	7	51	3	61	38.40	3	39	0	6	48
	26–50	19.95	1	18	2	21	18.05	1	11	0	7	19
	51–75	7.70	0	6	1	7	6.60	0	5	0	1	6
	76–90	5.00	0	3	1	4	1.25	0	1	0	0	1
	91 or above	37.50	3	19	3	25	36.00	1	11	0	12	24
2017/18	Less than 10	5.10	7	94	1	102	5.00	5	90	1	4	100
	10–25	50.40	8	51	4	63	44.80	3	46	0	7	56
	26–50	20.90	1	20	1	22	15.20	1	9	0	6	16
	51–75	8.80	0	7	1	8	7.70	0	3	0	4	7
	76–90	2.50	0	2	0	2	2.50	0	2	0	0	2
	91 or above	40.50	3	20	4	27	37.50	1	12	0	12	25

Notes:

- Figures include NCS students in public sector and DSS schools offering the local curriculum, but exclude students in special schools.
- Figures for the 2017/18 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 2017/18 school years**

Use of funding	2014/15 school year			2015/16 school year			2016/17 school year			2017/18 school year		
	Expenditure (\$ million)	No. of primary schools	No. of secondary schools	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	150.68	136	109	149.01	141	119
Appointment of additional teaching assistants	31.15	86	65	35.51	90	74	38.89	110	93	47.77	130	119
Appointment of ethnic minority assistants	6.98	19	17	9.20	24	21	10.54	23	23	10.22	21	22
Purchase of learning and teaching resources	4.25	63	59	4.07	74	78	4.09	88	105	5.48	119	144
Procurement of professional services	5.58	59	41	6.78	73	57	6.30	94	68	7.14	100	84
Organising activities to promote an inclusive environment in schools	1.62	35	36	1.66	40	42	2.88	50	65	5.22	76	90

Notes:

1. Schools may use the funding in more than one category.
2. Figures include public sector and Direct Subsidy Scheme schools offering the local curriculum, but exclude special schools.
3. Figures for the 2017/18 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
from the 2014/15 to 2017/18 school years**

	2014/15		2015/16		2016/17		2017/18	
Intensive learning and teaching modes	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode	No. of primary schools adopting such mode	No. of secondary schools adopting such mode
Pull-out learning	61	41	67	54	81	76	82	83
Split-class/group learning	24	29	36	35	30	36	29	39
Increasing Chinese Language lesson time	25	13	30	18	39	28	48	29
Learning Chinese across the curriculum	11	8	15	8	19	20	20	16
Co-teaching with 2 or more teachers/ teaching assistants to provide in-class support	31	5	51	19	70	34	76	34
After-school consolidation	116	96	141	115	202	165	212	185

Notes:

1. Schools may adopt more than one learning and teaching mode.
2. Figures include public sector and Direct Subsidy Scheme schools offering the local curriculum, but exclude special schools.
3. Figures on the number of schools concerned for the 2017/18 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB154

(Question Serial No. 2677)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (a) the number of primary and secondary schools offering Chinese as the primary medium of instruction for non-language subjects, the total number of students, the number of non-Chinese speaking (NCS) students, and the number of ethnic minority student studying in these schools respectively in the school years 2015/16, 2016/17, and 2017/18;
- (b) the number of primary and secondary schools offering English as the primary medium of instruction for non-language subjects, the total number of students, the number of NCS students, and the number of ethnic minority student studying in these schools respectively in the school years 2015/16, 2016/17, and 2017/18;
- (c) the number of primary and secondary schools which received additional funding to offer English as the primary medium of instruction for non-language subjects and the related allocated funding in the school years 2015/16, 2016/17, and 2017/18;
- (d) the number of primary and secondary schools which received additional funding to use Putonghua as the medium of instruction in Chinese language classes (PMIC) and the related allocated funding in the school years 2015/16, 2016/17, and 2017/18;
- (e) of the primary and secondary schools referenced in (a), the number of schools that use PMIC, and the number of NCS students studying in these schools respectively in the school years 2015/16, 2016/17, and 2017/18;
- (f) of the primary and secondary schools referenced in (b), the number of schools that use PMIC, and the number of NCS students studying in these schools respectively in the school years 2015/16, 2016/17, and 2017/18;

- (g) the respective number of primary and secondary schools implementing PMIC, those that received government subsidies for PMIC implementation, the corresponding amount of subsidies, and the percentage of those with NCS students in the school years 2015/16, 2016/17, and 2017/18;
- (h) 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. (LegCo use): 3)

Reply:

For primary school education, the Government advocates the use of 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. We have not allocated any funding to support public sector primary schools to adopt Chinese or English as the principal MOI. Irrespective of the school-based MOI arrangements adopted, schools should endeavour to nurture talents who are proficient in both Chinese and English. We will continue to strengthen language learning and teaching in primary schools and 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 from 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 and teaching strategies (including the teaching medium) having regard to students' needs, aspirations 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, the Education Bureau (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 Levels 1 to 3 of the Qualifications Framework 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 alternative Chinese Language 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 aforementioned 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 teaching medium is not available. The total number of students studying in primary and secondary schools with breakdown by the number of NCS and EM students in the 2015/16 to 2017/18 school years, according to the information collected through the annual Student Enrolment Survey, is tabulated below for reference:

Level	School year	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)	2015/16	288 126	8 958	8 338
	2016/17	297 808	9 266	8 694
	2017/18	309 047	9 622	9 009
Secondary (Secondary 1 - 6) (Note 5)	2015/16	329 757	8 782	7 998
	2016/17	314 965	8 971	8 134
	2017/18	307 105	9 383	8 507

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 the respective school years.
3. Figures on NCS students cover those whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. Figures on NCS EM students have excluded those whose ethnicity is not Chinese but with Chinese as the spoken language at home.
5. Figures cover students studying in public sector and Direct Subsidy Scheme primary and secondary schools. Figures do not include special schools.

In respect of using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), primary and secondary schools may decide whether to adopt PMIC at certain levels/in specific classes having regard to their own circumstances, such as readiness of teachers, ability of students, language environment of schools and expectation of

parents. As the number of schools and students may vary every year, we do not keep track of the data on PMIC. Moreover, primary and secondary schools adopting PMIC have not received any additional funding in the 2015/16, 2016/17 and 2017/18 school years.

Irrespective of schools' MOI arrangements and whether they choose to adopt PMIC, the 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.

As for the reference available to parents, the Primary and Secondary School Profiles offer information provided by schools which includes the MOI situation of an individual primary or secondary school, so as to help parents make an informed choice. The EDB also conducts annual survey with primary and secondary schools (excluding English Schools Foundation and international schools) to collect information on schools' class and subject details (including MOI).

- End -

CONTROLLING OFFICER'S REPLY**EDB155****(Question Serial No. 2678)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau said in its Circular No. 8/2014 (EDB(EC)5/2041/07) that schools should also arrange their NCS students to sit for the Territory-wide System Assessment (Chinese) with a view to collecting relevant objective data on their basic competencies for research purposes, which would in turn help review the implementation of the “Learning Framework”. Hence, the attainment rate of non-Chinese speaking (NCS) students in Territory-wide System Assessment (TSA) and Basic Competency Assessments (BCA) is a crucial indicator of the success of the Chinese as a Second Language Learning Framework.

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 TSA in 2015/16 and 2016/17 and BCA in 2017/2018, and their percentage share of the total number of non-Chinese speaking students in that grade level, as tabulated in the table below:

	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 test (TSA/BCA)
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 TSA in 2015/16 and 2016/17 and BCA in 2017/2018, and their percentage share of the total number of students in that grade level, as tabulated in the table below:

	Number of students	Total number of students in the grade level	Percentage of students in the grade level who have taken this test (TSA/BCA)
P3 Chinese language			
P3 English language			
P3 Mathematics			
P6 Chinese language			
P6 English language			
P6 Mathematics			
S3 Chinese language			
S3 English language			
S3 Mathematics			

- (c) among the students referred to in (a) and (b), the total number and the number of NCS students attaining Basic Competency in the P.3, P.6 and the S.3 TSA or BCA respectively.

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 4)

Reply:

(a)

Territory-wide System Assessment (TSA)	Number of Non-Chinese speaking (NCS) students	Total number of NCS students in the grade level#	Percentage of NCS students* in the grade level who have taken TSA / Basic Competency Assessment (BCA)
2015/16*			
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%
2016/17			
P3 Chinese Language	1 532	1 927	79.5%
P3 English Language	1 532	1 927	79.5%
P3 Mathematics	1 532	1 927	79.5%
P6 Chinese Language	1 319	1 546	85.3%

P6 English Language	1 319	1 546	85.3%
P6 Mathematics	1 319	1 546	85.3%
S3 Chinese Language	1 373	1 533	89.6%
S3 English Language	1 373	1 533	89.6%
S3 Mathematics	1 373	1 533	89.6%

- * These NCS students were those provided with facilitation measures according to their needs as requested by schools in the context of TSA.
- ^ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data is 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 Primary 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. Figures on NCS students refer to the position as at September of the respective school years. The figures include students in government, aided, Direct Subsidy Scheme and local private schools but not students in Private Independent Schools. Students in international schools and special schools are also excluded.

As TSA for the 2017/18 school year will be conducted in June 2018, relevant figures are not yet available.

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 that work 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. The 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)

TSA	Number of students	Total number of students in the grade level#	Percentage of students in the grade level who have taken TSA / BCA
2015/16*			
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	N/A
S3 English Language	55 278	55 266	N/A
S3 Mathematics	55 278	55 266	N/A
2016/17			
P3 Chinese Language	54 506	56 043	97.3%
P3 English Language	54 506	56 043	97.3%
P3 Mathematics	54 506	56 043	97.3%
P6 Chinese Language	47 220	48 014	98.3%
P6 English Language	47 220	48 014	98.3%
P6 Mathematics	47 220	48 014	98.3%
S3 Chinese Language	52 707	52 477	N/A
S3 English Language	52 707	52 477	N/A
S3 Mathematics	52 707	52 477	N/A

* 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 Primary 6 students were involved, the number of students participated in TSA is small.

Figures refer to the position as at September of the respective school years. The figures include students in government, aided, Direct Subsidy Scheme and local private schools but not students in Private Independent Schools. Students in international schools and special schools are also excluded.

As TSA for the 2017/18 school year will be conducted in June 2018, relevant figures are not yet available.

(c) In the 2015/16 school year, the percentages of Primary 3 students achieving Basic Competencies (BCs) in Chinese Language, English Language and Mathematics were 85.8%, 81.1% and 89.9% respectively. The percentages of Secondary 3 students achieving BCs in Chinese Language, English Language and Mathematics were 77.4%, 69.6% and 80.0% respectively. Since 2015, the Primary 6 TSA has been implemented in odd-numbered years. Since participation in the 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.

In the 2016/17 school year, the percentages of Primary 3 students achieving BCs in Chinese Language, English Language and Mathematics were 86.3%, 81.1% and 88.2% respectively. The percentages of Primary 6 students achieving BCs in Chinese Language, English Language and Mathematics were 78.3%, 72.3% and 84.0% respectively. The percentages of Secondary 3 students achieving BCs in Chinese Language, English Language and Mathematics were 77.1%, 69.7% and 79.9% respectively.

According to the established practice, we will not disclose the attainment status of individual groups of students to avoid labeling and piece-meal misinterpretation of the results.

- End -

CONTROLLING OFFICER'S REPLY

EDB156

(Question Serial No. 2679)

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 Ingrid YEUNG)

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, 2016/17 and 2017/18 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 2015/16 and the estimated total expenditures on support measures for non-Chinese speaking students in 2016/17 and 2017/18.

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 5)

Reply:

The support measures for non-Chinese speaking students from the 2014/15 to 2017/18 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2014/15 to 2017/18 school years**

Support measures	Actual expenditure in the 2014/15 school year \$ million	Actual expenditure in the 2015/16 school year \$ million	Actual 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.	197.8 Note 1	224.0 Note 1	245.1 Note 1	258.5 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	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.
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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.8	3.7	3.9	4.4
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow parents of NCS students 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	2.3

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.7	7.4
<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 other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.</p>	1.87	2.09	2.58	2.95
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 under the Language Fund.	1.09	2.35	1.18	3.50

Support for kindergartens admitting NCS students -				
(a) University-School Support Programmes financed by the Education Development Fund:				
(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	3.0	-	0.7	-
(ii) 2 projects to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively	-	Note 2	Note 2	Note 2
(b) School-based professional support services	Note 1	Note 1	Note 1	Note 1

(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:				
(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students	-	-	-	56.0
(ii) specific training courses for kindergarten teachers on support of NCS students	-	-	-	1.4

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 Programmes (USP) projects funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. Regarding the USP projects, the actual expenditure is \$2.25 million and \$8.33 million for the 2015/16 and 2016/17 school years respectively, and the estimated expenditure is \$2.88 million for the 2017/18 school year. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB157****(Question Serial No. 2680)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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:

- The number of schools with 1 to 9 NCS students, 10 or more NCS students, the number of schools receiving funding under the Chinese as a Second Language Learning Framework, number of schools using assessment tools and percentage of schools using assessment tools out of all schools receiving funding in the year 2015/16, 2016/17, and 2017/18:

	Schools with 10 or more NCS students	Schools with 1-9 NCS students			% of schools with 1-9 NCS students using assessment tools out of all schools receiving funding
		Number of schools		Number of schools receiving funding	Number of schools using assessment tools
2015/16					
2016/17					
2017/18					

- By type of assessment tools, the name of institution which developed the tool, the number of schools using the tool, the number of students using the tool, frequency of using the tool, and the expenditure involved;
- 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” as reported by schools, by tabulating their performance under different learning stages disaggregated by reading, writing, listening and speaking skills from school years 2014/15 to 2016/17?

	2014/15	2015/16	2016/17
No. of Secondary 1-3 NCS students assessed			
No. of Secondary 1-3 NCS students reached Key Stage III			
No. of Primary 4-6 NCS students assessed			
No. of Primary 4-6 NCS students reached Key Stage II			
No. of Primary 1-3 NCS students assessed			
No. of Primary 1-3 NCS students reached Key Stage I			
No. of NCS students assessed			
No. of NCS students reached Entry Stage			

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 6)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has stepped up the education support for non-Chinese speaking (NCS) students in learning Chinese language through, among others, the implementation of the Chinese Language Curriculum Second Language Learning Framework (“Learning Framework”) in primary and secondary schools. Schools have been provided with practical tools and steps, as well as reference materials on learning and teaching, including the “Chinese Language Assessment Tools for NCS Students” (“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 NCS students’ learning needs, teachers may adopt a school-based approach in using the “Assessment Tools” to assess NCS students’ learning progress over time, provide timely feedback on learning and set progressive learning targets for their NCS students. Teachers may use part or all of the questions in the exemplars and make adaptation to the questions as appropriate according to the needs of NCS students, and administer the assessment at the mode and time as schools consider appropriate. Schools are not required to submit information about the frequency of assessments they have conducted.

To facilitate schools' implementation of the "Learning Framework" and creation of an inclusive learning environment, the 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. In the 2015/16, 2016/17 and 2017/18 school years, the respective number of schools is 197, 216 and 228. These schools are required to, based on the results of the "Assessment Tools", adjust the learning targets and teaching strategies with reference to the learning progress so described in the "Learning Framework", as well as the learning performance and progress of their NCS students, adopt diversified intensive learning and teaching modes as appropriate to help NCS students learn Chinese effectively, with a view to helping them 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". In the 2015/16, 2016/17 and 2017/18 school years, the respective number of schools is 410, 382 and 387. Starting 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 Chinese language support programmes to consolidate what their NCS students have learnt in classes. We encourage these schools to optimise the use of their immersed Chinese language environment, work out holistic plans that dovetail with existing measures and resources in light of their school-based circumstances, as well as deploy resources flexibly and apply for additional funding as appropriate to support their NCS students in mastering the Chinese language. In the 2015/16, 2016/17 and 2017/18 school years, 83, 179 and 202 (provisional) schools were provided with an additional funding to offer after-school Chinese language support programmes respectively. The EDB encourages schools concerned to adopt the "Assessment Tools" having regard to NCS students' needs, assess the learning performance of their NCS students on an ongoing basis and provide these students with appropriate support.

In tandem, the EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results by using the "Assessment Tools", so as to understand the overall performance of NCS students' learning of the Chinese language. According to the sampling methodology adopted, the marked scripts on reading (or character recognition) and writing (or character writing) which are 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 additional funding ranging from \$800,000 to \$1,500,000 per year, 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, 2015/16 and 2016/17 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, suggest that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course. Nevertheless, NCS students' learning of the Chinese

language should not be judged simply by 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 monitor NCS students’ learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. The Assessment Tools, developed by language and curriculum experts according to NCS students’ progress in learning Chinese as a second language, are based on the experiences gathered from teaching practices in schools. They are the results of repeated revision and consolidation, and are subject to further refinement and renewal. When the enhanced education support for NCS students mentioned above takes root and sustains, it is expected that the Chinese proficiency of NCS students (specifically those who have started learning the Chinese language at kindergarten level) would improve progressively. The manpower resources and expenses involved in developing the “Assessment Tools” and using the “Assessment Tools” to assess NCS students’ overall performance in learning Chinese are subsumed under the overall expenditure of the EDB and the enhanced funding provided for schools, hence a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB158****(Question Serial No. 2681)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Government has previously mentioned that the University of Hong Kong is conducting analysis on NCS students' overall learning performance in Chinese by making reference to the results based on the assessment tools since the end of 2014/15 school year.

Will the Government share with this Council:

- (a) the report on the analysis to date;
- (b) year-by-year information and progress of NCS Chinese learning;
- (c) the indicators to evaluate the effectiveness of the Learning Framework?
- (d) information collected by the University of Hong Kong on the following:

	2014/15	2015/16	2016/17	2017/18
Number of school with NCS funding				
No. of NCS students being analysed				
No. of NCS students who bridged to mainstream Chinese class				
No. of Secondary 1-3 NCS students who reached Key Stage III				
No. of Primary 4-6 NCS students who reached Key Stage II				
No. of Primary 1-3 NCS students who reached Key Stage I				
No. of NCS students who reached Entry Stage				
Total expenditure involved				

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 7)

Reply:

Starting from the 2014/15 school year, 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. Schools have been provided with practical tools and steps, as well as reference materials on learning and teaching, including the “Chinese Language Assessment Tools for non-Chinese Speaking Students” (“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 assist teachers in teaching and providing assessment feedback to NCS students. Aligned with curriculum planning, teaching progression and NCS students’ learning needs, teachers may adopt a school-based approach in using the “Assessment Tools” to assess NCS students’ learning progress over time, provide timely feedback on learning and set progressive learning targets for their NCS students.

To facilitate schools’ implementation of the “Learning Framework” and creation of an inclusive learning environment, 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, the respective number of schools is 173, 197, 216 and 228. EDB has also commissioned a tertiary institution to conduct analysis on NCS students’ overall learning performance in Chinese reading and writing annually by making reference to the results based on the “Assessment Tools”, so as to understand the overall learning performance of NCS students’ learning of the Chinese language. Such analysis does not cover the number of NCS students who have bridged over to mainstream Chinese Language classes or who have attained certain levels at different learning stages. 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 additional funding, so that the findings would cover NCS students’ learning at different grade levels and Chinese proficiency as far as practicable. The sample size has been expanded from 5% of the total number of NCS students admitted to individual schools each year or not less than 6 scripts in the 2014/15 and 2015/16 school years (a total of some 2 000 scripts per year) to 8% or not less than 6 scripts in the 2016/17 school year (a total of some 4 000 scripts per year).

The findings in the 2014/15, 2015/16 and 2016/17 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, suggest that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course. The Panel on Education of the Legislative Council was briefed on the latest findings of the analysis on 26 June 2017. Generally speaking, the 2016/17 findings reveal that in comparison with the previous 2 years (i.e. the 2014/15 and

2015/16 school years), the reading performance of NCS students at junior primary levels remained steady while those at senior primary levels made good progress. In secondary schools, the performance of NCS students at junior secondary levels showed improvement when compared with the previous 2 school years. Though students in Secondary 3 and 4 performed relatively better, the overall performance of NCS students at senior secondary levels was yet to be satisfactory. On writing, the performance of NCS students in primary schools was similar to that in the previous 2 school years. While NCS students at junior secondary levels made some progress, there was no significant improvement in respect of NCS students at senior secondary levels. Nevertheless, assessment of NCS students' learning of the Chinese language should not be judged simply 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 monitor NCS students' learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. When the enhanced education support for NCS students mentioned above takes root and sustains, it is expected that the Chinese proficiency of NCS students (specifically those who have started learning the Chinese language at kindergarten level) would improve progressively. The manpower resources and expenses involved in assessing NCS students' overall performance in learning Chinese with the "Assessment Tools" are subsumed under the overall expenditure of EDB and the additional funding provided for schools, hence a breakdown of expenditure is not available.

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, and 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB159

(Question Serial No. 2682)

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 Ingrid YEUNG)

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 non-subvented and subvented training programmes, the frequency and the enrolment of these programmes from the 2014/15 to 2017/18 school year?

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 8)

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 120 seminars and workshops have been organised since June 2014 to enable all primary and secondary schools 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, 68 teachers who have been approved for earmarking of the grant have completed/will

complete the recognised programmes 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 2016/17 school years, a total of about 50 teachers enrolled in the course. The programme for the 2017/18 school year is still open for application, and hence the number of teachers enrolled is not available for the moment. In addition, to enhance pedagogical effectiveness in supporting NCS students’ learning of the Chinese language, how to teach Chinese from a second language learner’s perspective has been embedded in various professional development programmes for teachers as appropriate. We have not kept a separate record of which training programmes or non-subvented 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 such as 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 2017/18 school years, 79, 97, 93 and 78 schools admitting NCS students received 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 the USP projects funded under the Education Development Fund.

- End -

CONTROLLING OFFICER'S REPLY

EDB160

(Question Serial No. 2683)

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 Ingrid YEUNG)

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.

It was mentioned by the Government that review will be conducted after the Framework was implemented for three years. Given that this is the fourth year of the implementation of the Framework, will the Government share with this Council the 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? If no, the reasons and provide the timetable of releasing the results of the data collection and associated research work under the research framework.

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 9)

Reply:

The Education Bureau (EDB) has drawn up a research framework based on the advice of research and language experts for evaluating the effectiveness of various support measures for non-Chinese speaking (NCS) students so as to ensure the quality of these support measures and to refine individual measures where necessary. The EDB has been collecting a range of data for the evaluation study, including NCS students' performance in the Territory-wide System Assessment (TSA) and results of the questionnaire surveys on TSA, as well as evaluation data on the effectiveness of school-based professional support services collected by means of questionnaires and focus group interviews. On 26 June 2017, the EDB reported to the Panel on Education the progress of the implementation of

these support measures, including the collection of data and related work under the research framework, as well as the overall deployment of funding by schools provided with additional funding.

The EDB has been reviewing the implementation of the “Learning Framework” and enhancing related teaching strategies, assessment tools and supporting resources for schools as appropriate in a timely manner, in light of the views of various stakeholders and school practices on learning and teaching. At the curriculum level, we review the entire “Learning Framework” at an interval of 3 years in order to consider if fine-tuning the learning objectives and specifics of each key stage (i.e. Primary 1-3, Primary 4-6 and Secondary 1-3) is necessary, having due regard to the overall performance of students. Since the 2014/15 school year, we have been collating and analysing data collected through school-based professional support services, teacher professional development programmes and focus group interviews to review the implementation of the “Learning Framework” in schools, as well as to seek enhancements to the “Learning Framework”, the “Chinese Language Assessment Tools for NCS Students” and the supporting resources accordingly. The initial findings will be reported to the Legislative Council upon completion of data collation and analysis.

- End -

CONTROLLING OFFICER'S REPLY

EDB161

(Question Serial No. 2684)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

- The number of students in public primary school, the number of NCS students among them, the number of NCS primary school students who have previously attended kindergarten in Hong Kong, and the number of NCS primary school students locally born tabulated by school years from 2015/16, 2016/17 and 2017/18;
- The number of students in public secondary school, the number of NCS students among them, the number of NCS secondary school students who have previously attended kindergarten in Hong Kong, the number of NCS secondary school students locally born, and the number of NCS students who has lived in Hong Kong more than 7 years tabulated by school years from 2015/16, 2016/17 and 2017/18.

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 10)

Reply:

According to the information collected through the annual Student Enrolment Survey conducted by the Education Bureau, the number of students studying in public sector and Direct Subsidy Scheme primary and secondary schools from the 2015/16 to 2017/18 school years is tabulated at Annex. The Student Enrolment Survey does not collect information about whether students (including non-Chinese speaking students) have studied in a kindergarten in Hong Kong, whether they were born in Hong Kong and their length of residence in Hong Kong.

**Number of students and non-Chinese speaking (NCS) students by level
from the 2015/16 to 2017/18 school years**

Level	School year	Number of NCS students (Notes 1 and 2)	Total number of students (Note 4)
Primary (Primary 1 to 6) (Note 3)	2015/16	8 958	288 126
	2016/17	9 266	297 808
	2017/18	9 622	309 047
Secondary (Secondary 1 to 6) (Note 3)	2015/16	8 782	329 757
	2016/17	8 971	314 965
	2017/18	9 383	307 105

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 schools only. Figures do not include special schools.
4. 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

EDB162

(Question Serial No. 2685)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Since 2014 primary and secondary schools with 1 to 9 non-Chinese speaking (NCS) students can apply for extra funding of \$50,000 to support after school Chinese learning of NCS students.

Will the Government inform this Council of

- The number of primary schools, the number of primary schools receiving the extra NCS funding, and the percentage of these schools out of all schools from 2014/15 to 2017/18 school years disaggregated by district;
- The number of secondary schools, the number of secondary schools receiving the extra NCS funding, and the percentage of these schools out of all schools from 2014/15 to 2017/18 school years disaggregated by district.

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 11)

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 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate with a view to helping NCS students bridge over to

mainstream Chinese Language classes as early as possible. 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”. Based on the experience of the schools concerned, additional support in learning Chinese is mainly provided after school or during school holidays as appropriate. 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. We encourage these schools to optimise the use of their immersed Chinese language environment, consolidate existing resources and programmes with holistic planning according to their school-based circumstances, deploy resources flexibly and apply for additional funding to support their NCS students’ mastery of the Chinese language as appropriate. According to the experience in the past four school years, the number of schools admitting 1 to 4 NCS students accounted for about 80% of the schools admitting 1 to 9 NCS students, and they seldom applied for the aforementioned additional funding to provide after-school support programmes in learning Chinese for NCS students.

The number of primary and secondary schools admitting 1 to 9 NCS students and provided with the above additional funding from the 2014/15 to 2017/18 school years by district is tabulated at Annex A and Annex B respectively. No applications from schools concerned were rejected during the period.

**Number of primary schools admitting 1 to 9 non-Chinese speaking students and provided with additional funding
to offer after-school support programmes in learning Chinese
by district from the 2014/15 to 2017/18 school years**

District	2014/15			2015/16			2016/17			2017/18		
	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools provided with the additional funding	Percentage share among the total number of primary schools in the district
Central & Western	16	0	0.0%	16	0	0.0%	16	3	18.8%	16	3	18.8%
Wan Chai	15	1	6.7%	15	0	0.0%	16	2	12.5%	16	3	18.8%
Eastern	28	2	7.1%	28	4	14.3%	27	6	22.2%	27	6	22.2%
Southern	13	0	0.0%	13	1	7.7%	13	4	30.8%	13	4	30.8%
Yau Tsim Mong	21	0	0.0%	21	0	0.0%	21	3	14.3%	21	5	23.8%
Sham Shui Po	24	0	0.0%	24	1	4.2%	24	5	20.8%	24	5	20.8%
Kowloon City	33	1	3.0%	33	2	6.1%	35	8	22.9%	35	8	22.9%
Wong Tai Sin	28	0	0.0%	27	0	0.0%	25	3	12.0%	25	6	24.0%
Kwun Tong	33	1	3.0%	35	1	2.9%	35	4	11.4%	35	5	14.3%
Sai Kung	26	2	7.7%	26	4	15.4%	26	8	30.8%	26	8	30.8%
Sha Tin	40	2	5.0%	40	2	5.0%	40	9	22.5%	40	9	22.5%
Tai Po	18	0	0.0%	18	3	16.7%	18	5	27.8%	18	5	27.8%
North	28	2	7.1%	28	3	10.7%	28	4	14.3%	28	6	21.4%
Yuen Long	47	6	12.8%	48	7	14.6%	48	12	25.0%	48	11	22.9%
Tuen Mun	35	2	5.7%	35	3	8.6%	35	9	25.7%	35	9	25.7%
Tsuen Wan	21	2	9.5%	21	2	9.5%	21	4	19.0%	21	5	23.8%
Kwai Tsing	31	3	9.7%	31	1	3.2%	31	2	6.5%	31	3	9.7%
Island	16	1	6.3%	16	0	0.0%	16	1	6.3%	16	1	6.3%
All districts	473	25	5.3%	475	34	7.2%	475	92	19.4%	475	102	21.5%

- Notes:
- Figures include public sector and Direct Subsidy Scheme primary schools offering the local curriculum. Figures do not include special schools.
 - Figures of schools provided with the additional funding in the 2017/18 school year are provisional.

**Number of secondary schools admitting 1 to 9 non-Chinese speaking students and provided with additional funding
to offer after-school support programmes in learning Chinese
by district from the 2014/15 to 2017/18 school years**

District	2014/15			2015/16			2016/17			2017/18		
	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools provided with the additional funding	Percentage share among the total number of secondary schools in the district
Central & Western	11	3	27.3%	11	3	27.3%	11	2	18.2%	11	1	9.1%
Wan Chai	15	0	0.0%	15	0	0.0%	17	1	5.9%	17	2	11.8%
Eastern	32	1	3.1%	32	3	9.4%	30	8	26.7%	30	9	30.0%
Southern	16	0	0.0%	15	0	0.0%	15	4	26.7%	15	4	26.7%
Yau Tsim Mong	18	7	38.9%	18	9	50.0%	18	10	55.6%	18	10	55.6%
Sham Shui Po	26	2	7.7%	26	4	15.4%	26	6	23.1%	26	7	26.9%
Kowloon City	35	2	5.7%	35	6	17.1%	35	8	22.9%	35	7	20.0%
Wong Tai Sin	24	2	8.3%	24	2	8.3%	24	4	16.7%	24	5	20.8%
Kwun Tong	34	1	2.9%	34	2	5.9%	34	5	14.7%	34	5	14.7%
Sai Kung	26	0	0.0%	26	2	7.7%	26	4	15.4%	26	6	23.1%
Sha Tin	46	1	2.2%	44	2	4.5%	44	6	13.6%	44	7	15.9%
Tai Po	20	1	5.0%	20	0	0.0%	20	3	15.0%	20	4	20.0%
North	20	0	0.0%	20	1	5.0%	20	2	10.0%	20	1	5.0%
Yuen Long	39	6	15.4%	39	5	12.8%	39	7	17.9%	39	7	17.9%
Tuen Mun	38	3	7.9%	38	4	10.5%	38	6	15.8%	37	9	24.3%
Tsuen Wan	14	1	7.1%	14	1	7.1%	14	2	14.3%	14	3	21.4%
Kwai Tsing	31	3	9.7%	31	4	12.9%	31	7	22.6%	31	11	35.5%
Island	11	0	0.0%	11	1	9.1%	11	2	18.2%	11	2	18.2%
All districts	456	33	7.2%	453	49	10.8%	453	87	19.2%	452	100	22.1%

- Notes:
1. Figures include public sector and Direct Subsidy Scheme secondary schools offering the local curriculum. Figures do not include special schools.
 2. Figures of schools provided with the additional funding in the 2017/18 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB163

(Question Serial No. 2694)

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 Ingrid YEUNG)

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 of the following:

1. 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?
2. 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?
3. Has provision been earmarked for teaching simplified Chinese characters in local primary and secondary schools for the 2018-19 financial year? If yes, what are the details of the work and expenditure involved?

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 23)

Reply:

1. & 2. The Chinese Language Key Learning Area Curriculum Guide (thereafter the Guide) recommended by the Curriculum Development Council was issued in 2002 and updated in 2017. In formulating and updating the Guide, views from different stakeholders, including the school sector, academics and professionals, were consolidated and adopted as appropriate. 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 that primary and secondary school students learn and use simplified Chinese characters in Chinese language lessons. Nor has it commissioned any related research studies.

3. On an ongoing basis, the 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, is subsumed under the recurrent expenditure of the 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**EDB164****(Question Serial No. 2715)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau will regularise the **Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland** to further facilitate multifaceted development of sister school activities, with the objective of encouraging interflows and cooperation between schools in Hong Kong and the Mainland.

a) Using the table format below, please provide detailed statistics on the expenditure incurred by the Sister School Scheme, the number of participating schools (including primary, secondary and special schools) and the number of participants in the past 3 years.

Primary School

Financial Year	Number of Schools	Number of Participants	Expenditure
2015-16			
2016-17			
2017-18			

b) Please provide the lists of Mainland schools and Hong Kong primary, secondary and special schools participating in the Sister School Scheme.

c) What are the details of the Sister School Scheme upon regularisation?

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 26)

Reply:

a) The Education Bureau has launched a three-year Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Pilot Scheme) from the 2015/16 school year. Apart from professional support (delivered through organising

different thematic exchange activities, holding sharing sessions, offering advice and assistance on the exchange activities for schools, and collecting and disseminating good practices; with an expenditure of \$3.87 million since the implementation of the Pilot Scheme), each participating school is provided with a fixed grant of \$120,000 per annum. For the school years between 2015/16 and 2017/18, the number of participating schools, the participation of students and teachers, and expenditure of the grant are set out below:

Primary School

School Year	Number of Schools	Expenditure of Grant (\$ million)	Student Participation*	Teacher Participation*
2015/16	139	16.68	3 040	1 180
2016/17	228	27.36	25 560	5 210
2017/18	260	30.25#	Pilot Scheme still in progress	

Secondary School

School Year	Number of Schools	Expenditure of Grant (\$ million)	Student Participation*	Teacher Participation*
2015/16	150	18.00	1 810	830
2016/17	223	26.76	15 580	4 240
2017/18	250	28.65#	Pilot Scheme still in progress	

Special School

School Year	Number of Schools	Expenditure of Grant (\$ million)	Student Participation*	Teacher Participation*
2015/16	13	1.56	60	50
2016/17	20	2.40	530	520
2017/18	25	3.00#	Pilot Scheme still in progress	

*Figures are rounded to the nearest ten.

#2017-18 Revised Estimate Expenditure

b) As a prevailing practice, we do not disclose the names of participating schools in the Pilot Scheme and the relevant information to avoid possible labelling and unnecessary pressure on individual schools.

c) The Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide recurrent financial assistance (\$150,000 for the 2018/19 school year) and professional support for local public sector and Direct Subsidy Scheme schools (including special schools) that have formed sister schools with their counterparts in the Mainland. Having regard to their development needs, schools may arrange exchange activities (such as school visits, student activities, seminars, lesson demonstration, lesson evaluation, video

conferencing and experience sharing) with their sister schools in the Mainland at the student, teacher and school management levels.

- End -

CONTROLLING OFFICER'S REPLY

EDB165

(Question Serial No. 2283)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Government's support for IT in education, please inform this Committee:

(a) What were the work items, targets and expenditures involved for the implementation of the Fourth Strategy on Information Technology in Education (ITE4) in 2018-19?

(b) How much resources and manpower have been allocated to the implementation of ITE4 since the 2015/16 school year? Please set out the details by year. Regarding the remaining provision for ITE4 of \$6,931,000, what projects will be involved?

(c) How much resources will the Education Bureau set aside in 2018-19 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) For updates on the implementation of the work items mentioned in the Report on "Promotion of STEM Education – Unleashing Potential in Innovation", please set out the items implemented and not yet implemented, and the relevant implementation timetable.

(e) Please provide a breakdown of the numbers of students taking IT-related subjects and curricula at junior and secondary levels in the past 3 years.

(f) Were there any STEM-related learning activities jointly organised with tertiary institutions, professional bodies or other related organisations in 2017-18? If yes, what were the related expenditures, work items, targets and timetable? What are the related collaborative projects in 2018-19?

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 12)

Reply:

(a) and (b)

We launched the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million. For 2018-19, the estimated expenditure for implementation of the ITE4 is \$6,931,000 for providing a one-off grant to individual schools that are unable to join the WiFi-900 project until the 2018/19 school year due to reasons such as relocation of school premises, 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 continuation of other support measures such as the promotion of e-safety.

In addition, the major work items and expenditure involved in the implementation of ITE4 since the 2015/16 school year are tabulated as follows:

Financial Year	Expenditure (\$ million)	Major work items
2015-16	Around 50	Providing a one-off grant to about 410 schools for acquisition of mobile computing devices, and a one-off grant of \$10 million to the Hong Kong Education City Limited for acquisition of e-learning resources.
2016-17	Around 29	Providing a one-off grant to about 300 schools for acquisition of mobile computing devices, and continuation of other support measures such as the promotion of e-safety.
2017-18	Around 19 (Revised Estimate)	Providing a one-off grant to about 180 schools for acquisition of mobile computing devices, and continuation of other support measures such as the promotion of e-safety.

The manpower for implementing the ITE4 is mainly absorbed by the Education Bureau (EDB)'s resources.

(c), (d) and (f)

The EDB released the Report on “Promotion of STEM education–Unleashing Potential in Innovation” in 2016, which recommended a number of measures, such as renewing the curricula of the Science, Technology and Mathematics Education Key Learning Areas (KLAs), enriching learning activities for students, providing resource support for schools, enhancing teachers’ professional development, strengthening collaboration with key stakeholders in the community, conducting reviews and disseminating good practices of the implementation of STEM education. We have been progressively implementing these measures. In the 2017/18 school year, the EDB has updated the curricula of the Science, Technology and Mathematics Education KLAs and has published the “Computational Thinking - Coding Education: Supplement to the Primary Curriculum”. We have started organising related professional training programmes and developing learning and teaching resources for teachers. Starting from the 2017/18 school year, we have been organising the

Intensive Training Programme on STEM Education for curriculum leaders of all public sector primary and secondary schools by batches with a view to further enhancing their professional capacity in holistic curriculum planning and leading the teaching force. In addition, we have set up a STEM Education Centre in the Arts and Technology Education Centre at Lok Fu to organise STEM-related learning activities and training programmes for students and teachers, and provide other support services. In the 2017/18 school year, we have established STEM education-related learning communities among schools through the Professional Development Schools Scheme and the Quality Education Fund Thematic Networks to facilitate the sharing of good practices and promote professional exchange. These programmes will continue to be implemented in the 2018/19 school year. Regarding student activities, we have been collaborating with tertiary institutions and professional bodies to arrange more large-scale quality activities for students, such as the Smart City Project Programme in the 2017/18 school year. The expenditure involved in promoting STEM education is subsumed under the overall expenditure of the EDB, and a breakdown of expenditure for this aspect is therefore not available.

(e)

Under the prevailing arrangements, all students at junior secondary levels are required to study the Technology Education Key Learning Area curriculum, that covers the knowledge context of Information and Communication Technology. In the 2014/15, 2015/16 and 2016/17 school years, the number of students at junior secondary levels were about 169 000, 159 000 and 154 000 respectively, and the number of students taking the senior secondary Information and Communication Technology subject were about 21 640, 20 620 and 20 030 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 1514)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 124 of the 2018-19 Budget Speech that the Government will increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. Please advise this Committee of the following:

- (1) the number of school nurses of the said schools in the past 3 years;
- (2) the number of the said schools that have no school nurses;
- (3) whether there are any measures or policies to support the nurses of the said schools so as to relieve their pressure of frontline work; and
- (4) the measures or policies to be adopted to recruit additional nurses so that all of the said schools will have nursing support.

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 25)

Reply:

(1) and (2)

The Education Bureau (EDB) provided 52, 52 and 53 school nurses to schools for children with intellectual disability (ID), schools for children with physical disability (PD) and the school for children with visual impairment cum intellectual disability (VI cum ID) in the 2015/16, 2016/17 and 2017/18 school years respectively. If the schools concerned encounter recruitment difficulties of nurses, they may, if necessary, freeze some of the nurse vacancies in exchange for cash grant to recruit temporary nurses or hire related services. Basically, these schools could provide nursing services for students. In the 2018/19 school

year, the school nurse provision will be expanded to cover the school for children with visual impairment (VI) and the school for children with hearing impairment (HI).

(3)

To help special schools take better care of students with care needs, EDB will provide an additional school nurse to schools for children with ID, schools for children with PD and the school for children with VI cum ID starting from the 2018/19 school year. Such arrangements can also relieve work pressure of school nurses in these schools. The school nurse provision will be expanded to cover the school for children with VI and the school for children with HI, so that these schools can hire a school nurse to strengthen their support for the needs of students.

(4)

To improve the problem of manpower supply, EDB has requested universities to increase their training capacity and encouraged self-financing post-secondary education sector to offer designated programmes, including nursing programmes through Study Subsidy Scheme for Designated Professions/Sectors to nurture talent in support of specific industries with keen demand for human resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 1515)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 122 of the 2018-19 Budget Speech that an additional provision of \$2 billion will be made to expedite installation of lifts for public sector schools as needed to build barrier-free campuses. Does the Government know the number of public sector schools in need? Please advise this Committee on the specifics of the related funding arrangement and application procedures.

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 26)

Reply:

The Education Bureau (EDB) has taken up the major repairs (MR) works of non-estate and estate aided schools since April 2010 and April 2014 respectively. In accordance with the established mechanism, schools may apply for installation of lifts through the annual MR mechanism.

Based on the experience in handling relevant works projects in the past few years, lift installation works generally involve more complicated work stages. From conducting preliminary technical feasibility studies, discussing with schools over lift location, preparing drawings for submission to relevant departments for approval, coordinating with schools on works arrangements and schedule and completing the works, it normally takes at least 4 to 5 years. Should the works involve more complicated technical issues (for example, limited space available for lift installation), or the schools can only make available limited time slots for the construction works, it will take an even longer completion time. Moreover, lift installation works are resource intensive (in terms of project costs and human resources), hence the EDB can only approve a limited number of applications every year. Since April 2010, the EDB has approved at least 5 lift installation applications each year, and we endeavour to approve more where resources and manpower permit. The yet-to-be approved applications will be re-considered together with new applications (if any) in the subsequent funding allocation exercise. Hence, the schools concerned are not required to resubmit applications afresh.

Since April 2010, the EDB has approved a total of 46 lift installation applications through the annual MR mechanism, with another 68 pending approval. As at end-February 2018, 4 out of the 46 approved applications have the installation works completed. The rest are under various work stages, including construction, statutory approval or design stages.

In order to collect the latest information on school premises and ascertain the schools' needs for lifts, the EDB sent a letter to all aided and Direct Subsidy Scheme (DSS) schools on 1 March to invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. After collecting the relevant information, we plan to arrange designated consultants to liaise with the schools concerned from the first quarter of 2019 onwards, with a view to assessing the preliminary technical feasibility for these aided schools as soon as practicable within one year. The installation timetable will be formulated based on the results of technical feasibility studies and the actual circumstances of individual schools. Government schools that are in need of lifts may submit funding applications through the existing mechanism. Upon approval of the funding applications, the Architectural Services Department will carry out detailed design and discuss the detailed arrangements with the schools concerned. In line with established arrangements, DSS schools may apply for funding from the EDB, and engage consultants and contractors on their own to carry out the lift installation works once the funding applications are approved.

- End -

CONTROLLING OFFICER'S REPLY

EDB168

(Question Serial No. 1516)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 123 of the 2018-19 Budget Speech that the Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, under which each participating school will receive a grant of \$150,000 per annum. Would the Government advise this Committee of the detailed arrangements for regularising the Scheme, such as whether there will be any restrictions on the number of exchange activities, destinations and school levels, as well as the eligibility criteria for receiving the grant of \$150,000?

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 27)

Reply:

The Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide recurrent financial assistance (\$150,000 for the 2018/19 school year) and professional support (such as organising different thematic exchange activities, holding sharing sessions, offering advice and assistance on the exchange activities for schools, and collecting and disseminating good practices) for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. Having regard to their development needs, successful applicant schools may make use of the grant to arrange different exchange activities and decide such details as contents and modes of exchange activities, number of participants, frequency, date and destination with their sister schools in the Mainland at the student, teacher and school management levels. As school management, curriculum, student profile, etc. vary among primary, secondary and special schools, schools in Hong Kong and their counterparts in the Mainland should be of the same level (i.e. primary, secondary or special school), so that the objectives of the exchange can be achieved effectively.

Local public sector and Direct Subsidy Scheme primary and secondary schools (including special schools) having formed sister schools with their counterparts in the Mainland, irrespective of whether the pairing is made through the Education Bureau or on their own initiative, are eligible to apply. Local schools which have not yet paired up with schools in the Mainland can also submit applications. Grant will be disbursed to these schools after they have paired up with their sister schools in the Mainland.

- End -

CONTROLLING OFFICER'S REPLY

EDB169

(Question Serial No. 1517)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 119 of the 2018-19 Budget Speech that an additional recurrent expenditure of \$2 billion will be committed to enhancing the professional development of teachers, strengthening support for kindergartens and supporting schools in enhancing life-wide learning. Please set out the respective number of teachers, kindergartens and related schools stood to benefit from this initiative.

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 28)

Reply:

In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning. The initiatives are still being considered. In working out the details of the various initiatives, the Education Bureau will engage stakeholders in the education sector and take into account the views of various professional groups responsible for reviewing different education policies in accordance with the principle of "Led by Professionals" so as to put this recurrent expenditure to the best use.

- End -

CONTROLLING OFFICER'S REPLY

EDB170

(Question Serial No. 1527)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 32 under Programme (6) on national education that the Education Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools. Would the Government advise this Committee of the details of the Mainland exchange programmes for students and professional exchange programmes for teachers, and the expenditure involved.

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 50)

Reply:

The Education Bureau (EDB) organises Mainland exchange programmes for students, or subsidises those organised by schools, that dovetail with the school curriculum and the latest development of our country. With diversified themes and destinations, these programmes 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. Teachers participate in these programmes as learning facilitators according to the "1 teacher : 10 students ratio". Apart from this, EDB also provides various professional Mainland exchange programmes for teachers, with the aim to widening their horizons and deepening their understanding of the development in different aspects of the Mainland so as to enhance their professional competence. Professional exchange programmes mainly include school visits, cultural visits, seminars, lesson observations, professional exchanges, etc. In 2018-19, the estimated amount of \$114.8 million and \$4.30 million will be allocated for providing Mainland exchange programmes for students and professional exchange programmes for teachers respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB171

(Question Serial No. 2665)

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 Ingrid YEUNG)

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 industry)?
2. What is the expenditure earmarked for the programme this year? What is the estimated number of students participating in the programme?

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 46)

Reply:

With the Government's one-off funding support of \$43 million in 2012-13, the Vocational Training Council (VTC) had launched a 2-year pilot programme to support industrial attachments for students pursuing subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employability. Given the effectiveness of the programme, recurrent funding of about \$18 million has been allocated to the VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly pursuing subvented Higher Diploma programmes and certain Diploma of Vocational Education programmes. About 9 000 students in the VTC will benefit every year and the same applies to the 2018/19 academic year. Breakdown of number of students by sector of the companies/organisations is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB172****(Question Serial No. 2666)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 coaches in the past 3 years.

Control Point	School Year	No. of Cross-boundary Students	No. of Cross-boundary School Coaches
	2017/18		
	2016/17		
	2015/16		
	2017/18		
	2016/17		
	2015/16		

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 expenditures involved?

Asked by: Hon OR Chong-shing, Wilson (Member Question No. (LegCo use): 47)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 2015/16 to 2017/18 school years is provided in the following table:

Control Point (CP)	School Year	Number of CBS	Number of Local/Cross-boundary School Coaches Carrying CBS
Shenzhen Bay Control Point (SZB CP)	2017/18	7 098	103
	2016/17	7 783	124
	2015/16	7 800	130
Lok Ma Chau Control Point (LMC CP)	2017/18	2 216	39
	2016/17	1 665	37
	2015/16	1 573	23
Man Kam To Control Point (MKT CP)	2017/18	2 457	42
	2016/17	2 338	42
	2015/16	1 826	40
Sha Tau Kok Control Point (STK CP)	2017/18	1 229	18
	2016/17	1 304	16
	2015/16	1 374	12
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2017/18	8 854	47
	2016/17	9 693	47
	2015/16	9 752	47
Lo Wu Control Point (LW CP)	2017/18	6 055	35
	2016/17	5 876	36
	2015/16	5 781	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

EDB173

(Question Serial No. 0469)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (520) Vocational Training Council

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the manpower situation of the Vocational Training Council (VTC), please provide figures of the following:

- (a) the respective numbers and percentages of staff employed by the VTC 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;
- (b) 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 and the number of short-term contract staff who have been transferred to NRP terms in the past 3 years;
- (c) One of the new items under the capital account of the VTC is to revamp the Human Resource Management Information System and Payroll System, with a commitment of \$39.48 million. What are the specific measures to revamp the Human Resource Management Information System and Payroll System?
- (d) Apart from allowing short-term contract staff to apply for positions under fixed term employment contracts, 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. (LegCo use): 8)

Reply:

- (a) Information about staff employed under various remuneration packages in the Vocational Training Council (VTC) for the past 3 years is as follows:

Academic Year	Old Remuneration Package	New Remuneration Package	Short-term Contract	Total number of staff
2015/16	1 875 (31.9%)	3 124 (53.1%)	884 (15.0%)	5 883
2016/17	1 775 (30.0%)	3 292 (55.6%)	854 (14.4%)	5 921
2017/18 (Provisional)	1 602 (27.5%)	3 354 (57.5%)	874 (15.0%)	5 830

Note: Figures in brackets represent the ratios as compared to the total number of staff.

- (b) Numbers of staff employed under Short-Term Contract by years of service for the past 3 years are given below:

Academic Year	Number of staff employed under Short-term Contract			Total
	Less than 5years	5-10 years	More than 10 years	
2015/16	838	45	1	884
2016/17	797	57	0	854
2017/18 (Provisional)	793	80	1	874

The number of short-term contract staff who have been successfully employed under the new remuneration package (NRP) through the recruitment mechanism in each of the past 3 years are as follows:

Academic Year	Number of staff who have been successfully employed under the NRP through the recruitment mechanism
2015/16	88
2016/17	79
2017/18 (Provisional)	57

- (c) The VTC's existing Human Resource Management Information System (HRMIS) and Payroll System has been in use for over a decade, and a revamp of the system and related database is necessary with a view to enhancing work efficiency and meeting future development needs. The proposed new HRMIS and Payroll System features more automated functions and more convenient and flexible self-help services. It can also provide additional analytical data to help the VTC meet short and long-term human resources and payroll management needs. The VTC will commission a professional information technology company to design and develop the system, which is expected to be officially launched by mid-2021.

- (d) Under the current recruitment mechanism, all applicants of VTC's NRP vacancies have to undergo an open and transparent selection process. A candidate assessed to be fit for the position has to go through relevant approval processes before he/she can be appointed. All short-term contract staff employed by the VTC are eligible to apply for such positions.

- End -

CONTROLLING OFFICER'S REPLY**EDB174****(Question Serial No. 0547)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

With the implementation of cross-industry Qualifications Framework (QF) under its purview, the Education Bureau has to get a full picture of QF-recognised programmes offered by participating organisations so as to ensure the smooth implementation of the QF in Hong Kong. In this connection, please advise this Committee of the following:

(1) the number of programmes involved in the applications from organisations offering QF-recognised programmes to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) for accreditation, and the number of programmes accredited in each of the past 3 years. Please provide the figures by QF level and organisation applying for accreditation in the following table.

QF level	Organisation applying to HKCAAVQ for offering QF-recognised programmes	Number of programmes involved	Number of programmes accredited

(2) the number of organisations applying to the HKCAAVQ for programme accreditation, the number of programmes involved in the applications for accreditation, and the number of programmes accredited by QF level in each of the past 3 years.

Asked by: Hon POON Siu-ping (Member Question No. (LegCo use): 45)

Reply:

In the past 3 years, there were about 100 operators applying to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) for accreditation per year, involving more than 200 programmes each year. The number of operators applying to the HKCAAVQ for accreditation, the number of programmes involved in the applications for accreditation and the number of programmes obtaining accreditation in each of the years from 2015-16 to 2017-18 (as at end-February 2018) are at the Annex.

All accredited qualifications/programmes and their information (including the names of operators and the Qualifications Framework (QF) level) are set out in the Qualifications Register (QR). More than 8 100 qualifications/programmes are registered in the QR as at end-February 2018. Details about the qualifications/programmes are available on the QR website <http://www.hkqr.gov.hk> for free browsing.

**Number of operators applying to the HKCAAVQ for accreditation, number of programmes involved in the applications for accreditation and number of programmes accredited from 2015-16 to 2017-18
(As at end-February 2018)**

QF level	Number of operators applying for accreditation [^]			Number of programmes involved in the applications for accreditation [^]			Number of programmes obtaining accreditation [^]		
	2015-16	2016-17	2017-18 [#]	2015-16	2016-17	2017-18 [#]	2015-16	2016-17	2017-18 [#]
7	N/A	N/A	1	N/A	N/A	6	N/A	N/A	6
6	3	3	5	7	3	17	7	3	17
5	25	24	21	54	62	44	54	62	44
4	15	13	15	30	46	28	28	46	28
3	35	46	29	72	63	60	72	63	60
2	21	28	18	82	49	67	82	49	67
1	6	7	10	37	12	57	37	12	57
Total	105	121	99	282	235	279	280	235	279

Note:

[^]Including programme accreditation and re-accreditation.

[#]as at end-February 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB175

(Question Serial No. 0548)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau estimates that the subvention to the Vocational Training Council for 2018/19 is only around \$7,564,000, a significant drop as compared with the past 2 financial years. What are the reasons?

Asked by: Hon POON Siu-ping (Member Question No. (LegCo use): 46)

Reply:

The provision under Subhead 871 is non recurrent subvention, which is mainly provided for the Vocational Training Council (VTC) for specific purposes. In the past two financial years, the provision was used for three projects, namely the enhancement of information technology infrastructure and services, provision of augmented reality/virtual reality-assisted training facilities and equipment, and enhancement of e-Learning platform and ancillary support services. Some of the above initiatives were completed in 2017-18. While the VTC will launch a new project to revamp the existing Human Resource Management Information System and Payroll System in 2018-19, the cash flow required for 2018-19 will be less than that in the past two financial years on the whole.

In the past 3 years, the annual recurrent subvention provided by the Education Bureau to the VTC was maintained at around \$2.3 billion.

- End -

CONTROLLING OFFICER'S REPLY**EDB176****(Question Serial No. 0549)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please list out the number of students, by industry, who participated in and dropped out of the Pilot Training and Support Scheme each year since its launch.

Asked by: Hon POON Siu-ping (Member Question No. (LegCo use): 47)Reply:

The Government has implemented the Pilot Training and Support Scheme through the Vocational Training Council (VTC) since the 2014/15 academic year (AY). Under the collaboration of the Government and participating industries, the Scheme has integrated structured apprenticeship training programmes and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. As at 28 February 2018, the Scheme has benefitted close to 3 500 students. The number of new beneficiaries each year is tabulated below:

	Number of new beneficiaries			
	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (as at 28 February 2018)
Electrical & Mechanical Engineering and Construction	285	887	989	871
Testing and Certification	-	21	15	14
Medical Centre Operations	-	-	12	4
Watch and Clock	-	12	10	5
Printing	-	7	7	8
Automobile	-	81	113	133
Sub-total	285	1 008	1 146	1 035
Total	3 474			

The retention rate of students each year is about 87%. From 2014 to present, about 150 students drop out every year on average, amounting to 446 students in total. Some of the students who dropped out enrolled into full-time programmes or changed to other industries. Others dropped out due to personal and other reasons.

- End -

CONTROLLING OFFICER'S REPLY**EDB177****(Question Serial No. 0550)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What was the number of Secondary 6 school leavers that enrolled on full-time and part-time vocational and professional education programmes of the Vocational Training Council in each of the past 5 academic years?

Asked by: Hon POON Siu-ping (Member Question No. (LegCo use): 48)Reply:

The numbers of student intake of full-time and part-time programmes for Secondary 6 school leavers from the 2013/14 to 2017/18 academic years (AY) are as follows:

Programme type	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (provisional)
Full-time	21 657	23 242	23 309	21 621	19 759
Part-time	2 338	2 113	2 057	1 876	1 899

- End -

CONTROLLING OFFICER'S REPLY

EDB178

(Question Serial No. 2474)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2018-19, it is mentioned that the Bureau will progressively improve the ratio of educational psychologist to schools to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs. In this connection, what are the specific measures and schedule? Will the Bureau evaluate and review the support measures directed at three levels, namely "Universal", "Selective" and "Indicated"? If any inadequacies are found, are there alternative measures to support schools and prevent student suicides?

Asked by: Hon QUAT Elizabeth (Member Question No. (LegCo use): 48)

Reply:

The Government has further enhanced the Enhanced School-based Educational Psychology Service by progressively improving the ratio of educational psychologist (EP) to school to 1:4 for schools with a large number of students with special educational needs from the 2016/17 school year. The enhanced provision has covered 80 public sector primary and secondary schools in the 2017/18 school year and will extend to about 120 primary and secondary schools by the 2018/19 school year. Apart from providing comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs, EPs also help the schools strengthen the preventive and developmental work by paying more frequent visits to these schools. EDB will continue to keep in view the service needs of schools, as well as the supply and demand of EPs in the market, in order to make plans for the arrangement of the enhanced provision in the 2019/20 school year and beyond.

Since the issue of the Committee on Prevention of Student Suicides Final Report, EDB and the related bureaux and departments have proactively followed up the recommendations of the report and formulated practicable measures with continuous review to enhance the support for schools, teachers, parents and students, and help schools to early identify and support students with suicidal risks.

At the Universal level, EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 school year to enhance students' awareness and understanding of mental health and strengthen students' ability to cope with environmental changes. To encourage multi-sectoral collaboration between non-governmental organisations/tertiary institutions and schools to conduct activities related to the promotion of mental health, the Quality Education Fund has made enhancement measures and exempted the quota for collaborative mini applications under the Joyful@School Campaign since April 2017. The maximum grant approved for mini applications has also been increased to \$200,000.

At the Selective level, from the 2017/18 school year onwards, EDB conducts the "Professional Development Programme for Mental Health" for teachers, including elementary training for teachers at large and in-depth training for designated teachers, to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. A total of 280 places have been provided under this programme in the current school year. It is estimated that the number of places will be increased to around 2 000 in the next 2 school years. In March 2017, EDB published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and launched a webpage on Prevention of Student Suicides to help schools identify, support and make referral for students with suicidal behaviours. The "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" co-developed by EDB and the Hospital Authority (HA) was published in August 2017 for teachers' reference so as to enhance their identification of and support to students with mental illness (including depression, anxiety disorders and psychosis).

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant provided by EDB to public sector mainstream primary and secondary schools for supporting students with SEN also covers students with mental illness so that schools will have additional resources to enhance their support to cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with EDB, HA and the Social Welfare Department, has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through the school-based platform.

EDB will keep monitoring the implementation of the above measures and continue assisting schools to support students with mental health needs directed at the Universal, Selective and Indicated levels. Also, the Chief Executive has asked the Labour and Welfare Bureau (LWB) to set up a cross-bureaux/departments (B/Ds) task force (Task Force) to review, monitor and coordinate the concerted effort of B/Ds to take forward the recommendations in the Report of the Committee on Prevention of Student Suicides, and to further discuss new measures on the prevention of youth suicides. Besides the LWB and EDB, the Task Force comprises representatives from the FHB, the Home Affairs Bureau and other related departments.

- End -

CONTROLLING OFFICER'S REPLY

EDB179

(Question Serial No. 2475)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2018-19 that the Education Bureau will strengthen Information Technology (IT) staffing support of schools for practising e-learning and taking forward various education initiatives which will harness IT. Will the Government inform this Committee of:

1. the expected number of additional manpower for the provision; the expenditure involved; and
2. the specific measures and expenditure for practising e-learning and taking forward various education initiatives which will harness IT.

Asked by: Hon QUAT Elizabeth (Member Question No. (LegCo use): 49)

Reply:

(1) To cope with the needs of schools, starting from the 2017/18 school year, the Education Bureau (EDB) has been providing a recurrent "Information Technology Staffing Support Grant" (ITSS Grant) of \$25,000 per month to all public sector primary and secondary schools for strengthening the IT staffing support to practise e-learning and take forward various education initiatives which will harness IT. Under the principle of school-based management, schools can flexibly deploy the ITSS Grant to meet their operational needs for IT in education, including employing their own staff or appointing IT companies to provide agency worker(s) to render the required technical support services. Schools are not required to report to EDB on how they have used the grant.

(2) In addition to the above grant, among the non-recurrent funding of \$105 million for the Fourth Strategy on Information Technology in Education, around \$90 million was reserved as one-off grant to be disbursed to schools by phases 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 have also disbursed an extra One-off Information Technology Grant of \$200,000 on average per school to enhance support to schools on the practice of e-learning, as well as an extra recurrent grant of \$70,000 on average per school for continuous subscription of WiFi services. Besides, we have been providing all public sector schools with an annual recurrent Composite Information Technology Grant at amounts ranging from \$197,929 to \$680,748, depending on the school type and the number of classes. 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. 2476)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2018-19, the Education Bureau has pointed out that it will enhance the current provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector primary schools. What are the specific measures? What is the estimated increase in manpower? What is the expenditure involved?

Asked by: Hon QUAT Elizabeth (Member Question No. (LegCo use): 50)

Reply:

Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools’ options, the estimated expenditure and additional manpower for the 2018/19 school year are not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work

services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

- End -

CONTROLLING OFFICER'S REPLY

EDB181

(Question Serial No. 2477)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government allocate resources to promote STEM education in primary and secondary schools for 2018-19? If yes, what is the expenditure involved and what specific measures will be taken? If no, what are the reasons?

Asked by: Hon QUAT Elizabeth (Member Question No. (LegCo use): 52)

Reply:

The recommended measures set out in the Report on “Promotion of STEM Education – Unleashing Potential in Innovation” (2016) are being implemented by the Education Bureau (EDB). In the 2017/18 school year, the EDB has updated the curricula of the Science, Technology and Mathematics Education Key Learning Areas and published the “Computational Thinking–Coding Education: Supplement to the Primary Curriculum”. We have also started organising related professional development programmes and developing learning and teaching resources for teachers. Starting from the 2017/18 school year, we have been organising the Intensive Training Programme on STEM Education for curriculum leaders of all public sector primary and secondary schools by batches with a view to further enhancing their professional capacity in holistic curriculum planning and leading the teaching force. In addition, we have set up a STEM Education Centre in the Arts and Technology Education Centre at Lok Fu to organise STEM-related learning activities and training programmes for students and teachers, and provide other support services. In the 2017/18 school year, we have established STEM education related learning communities among schools through the Professional Development Schools Scheme and the Quality Education Fund Thematic Networks to facilitate the sharing of good practices and promote professional exchange. Regarding student activities, we have been collaborating with tertiary institutions and professional bodies to arrange more large-scale quality activities for students. The EDB will continue to implement various support measures in the 2018/19 school year. The expenditure for these support measures is subsumed under the overall expenditure of the EDB and a breakdown of the expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB182

(Question Serial No. 2478)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government consider incorporating arts into “STEM” education and turning it into “STEAM” in order to nurture artistic talents in 2018-19? If yes, what are the expenditure involved and the specific measures? If no, why?

Asked by: Hon QUAT Elizabeth (Member Question No. (LegCo use): 53)

Reply:

The Education Bureau promotes Science, Technology, Engineering and Mathematics (STEM) education in primary and secondary schools with the focus on, first and foremost, developing among students a solid knowledge base in Science, Technology and Mathematics, as well as on strengthening students' ability to integrate and apply knowledge and skills across disciplines, so as to enhance their collaboration and problem solving skills, and develop their innovativeness. STEM education is mainly promoted through the 3 Key Learning Areas (KLAs), namely Science Education, Technology Education and Mathematics Education. Other KLAs, including Arts Education, may also support the promotion of STEM education. Based on individual school's context, as well as interests and ability of their students, schools may infuse the STEM-related learning activities they plan and organise with different learning elements to enhance the learning effectiveness of their students.

- End -

CONTROLLING OFFICER'S REPLY

EDB183

(Question Serial No. 3061)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What are the details of the review on strengthening life planning education and the related guidance services in 2017-18? What is the expenditure involved?
2. In 2018-19, the Administration will continue to allow the conversion of the Senior Secondary Curriculum Support Grant and Career and Life Planning Grant into regular teaching posts to strengthen life planning education and the related guidance services, what are the specific measures? What is the expenditure involved?

Asked by: Hon QUAT Elizabeth (Member Question No. (LegCo use): 51)

Reply:

1. To consolidate the experiences gained from the implementation of Life Planning Education (LPE) initiatives and map out the way forward, the Education Bureau (EDB) has commissioned The Education University of Hong Kong in August 2017 to conduct a review on the effectiveness of the implementation of LPE. The consultant will collect the views of stakeholders (including principals, Life Planning Education/Career Masters/Mistresses, secondary 3 to 6 students and their parents, and business partners of the "Business-School Partnership Programme" (BSPP)) through questionnaire surveys, focus group interviews and case studies, etc., to assess the overall effectiveness of LPE, including a comprehensive review of the implementation of the LPE policy and the benefits to students through the BSPP. The review is expected to be completed by the end of 2018 with an expenditure of about \$600,000 (the expenditures for 2017-18 and 2018-19 are about \$360,000 and \$240,000 respectively).
2. From the 2016/17 school year onwards, schools may turn the Senior Secondary Curriculum Support Grant as well as the Career and Life Planning Grant (CLPG) into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen LPE and the related guidance services. These measures will continue to be implemented in the 2018/19 school year. Schools which have yet to turn both or one of the grants into regular teaching posts may, based on their own school contexts and actual needs,

decide whether or not to turn the grants into regular teaching posts in the 2018/19 school year. If schools decide to turn the grants into regular teaching posts, they must convert the whole grant instead of a portion of it. At this stage, the EDB does not have information on the number of schools that will opt to turn both or one of the grants into regular teaching posts in the 2018/19 school year and is thus unable to provide the expenditure involved.

Apart from providing the CLPG and allowing schools to opt to turn the CLPG into regular teaching posts, the EDB will also provide structured training and support to enhance teachers' professional capacity in implementing LPE, such as organising structured training courses, thematic seminars/workshops and increasing the number of training places. The EDB will also conduct school visits to better understand the implementation of LPE in related classes and activities, and provide professional advice to schools. The EDB will continue to provide students with career exploration activities and work experience opportunities through the BSPP to enable them to acquire an initial understanding of the workplace. We will also continue to disseminate information on further studies and career opportunities on the EDB website, and enhance public and parent education by publishing advertorials on newspapers and magazines, shooting promotional videos and mini-movies, etc. Furthermore, the EDB will continue to set up District Development Networks in different districts to strengthen the professional development of teachers and provide career exploration activities for students on a district basis. The expenditure involved is subsumed under the EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 0060)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In paragraph 124 of his Budget speech, the Financial Secretary has mentioned that the Government will increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. He has mentioned that the additional annual expenditure is expected to be around \$26 million. Given that Hong Kong has already facing a problem of insufficient nursing talents, what kind of measure will the Government adopt in order to ensure that there are sufficient nurses for these schools? In addition, will such provision is a permanent measure? Will the Government conduct timely review? Kindly provide the relevant resources and manpower to be allocated for such policy initiative and the timetable for the relevant review.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 6)

Reply:

Starting from the 2018/19 school year, , the Education Bureau (EDB) will provide an additional school nurse for schools for children with intellectual disability (ID), schools for children with physical disability (PD) and schools for children with visual impairment cum intellectual disability (VI cum ID). In addition, the school nurse provision will be expanded to cover the school for children with visual impairment (VI) and the school for hearing impairment (HI), so that these schools will each have a school nurse to strengthen their support for students with care needs. It is expected that the above will involve an additional provision of 51 school nurses. To improve the problem of manpower supply, EDB has requested universities to increase their training capacity and encouraged self-financing post-secondary education sector to offer designated programmes, including nursing programmes, through Study Subsidy Scheme for Designated Professions/Sectors to nurture talent in support of specific industries with keen demand for human resources. To alleviate the recruitment difficulties of nurses, special schools may choose to freeze some of the school nurse vacancies in exchange for cash grant to recruit temporary staff or hire related services.

Providing additional school nurses for schools for children with ID, schools for children with PD and the school for children with VI cum ID and expanding the school nurse provision to cover the school for children with VI and the school for HI is a recurrent measure undertaken by EDB's existing staff and does not entail additional resources, except for the expenditure for recruiting the additional 51 school nurses. EDB will continue to review the implementation of the related measure in order to enhance the support for students in special schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB185****(Question Serial No. 0080)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the education support for ethnic minority (EM) students, please provide:

1. the number of EM students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme schools) in the 2016/17 and 2017/18 school years disaggregated by ethnicity;
2. the number of EM students in each of the University Grants Committee-funded institutions and self-financing post-secondary institutions in the 2016/17 and 2017/18 school years disaggregated by ethnicity;
3. the expenditure for supporting EM students in each transition stage.

	From kindergarten to primary		From primary to secondary		From secondary to tertiary	
	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
Translation services						
Seminars on further studies						
Guidance on further studies						
Support services to parents of EM students						
School information day						
Online information services						
Telephone enquiry services						

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 18)Reply:

1. The number of ethnic minority (EM) students studying at different grade levels in kindergartens and the number of non-Chinese speaking (NCS) EM students studying at different grade levels in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools in the 2016/17 and the 2017/18 school years are tabulated at Annex.
2. Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to post-secondary programmes (including sub-degree and undergraduate programmes offered by University Grants Committee (UGC)-funded universities and self-financing institutions). In the 2016/17 and 2017/18 academic years, 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 283 and 369 (provisional) respectively. For self-financing institutions, we do not have relevant statistics with breakdown by local NCS students.
3. The Education Bureau (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.

For primary and secondary schools, 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. Information and publications relating to the Primary One Admission (POA) system and the Secondary School Places Allocation (SSPA) system in major EM languages are also provided for NCS students and their parents apart from Chinese and English versions. Dedicated briefing sessions on POA and SSPA systems with simultaneous interpretation services are organised annually for parents of NCS students to facilitate their understanding of the arrangements and procedures of POA and SSPA systems, as well as the support measures for NCS students. Moreover, 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 simultaneous interpretation services arranged through the CHEER Centre funded by the Home Affairs Department. These support 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 and a breakdown of expenditure by item is not available.

To further support NCS students in learning Chinese, 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.

EDB has all along been supporting secondary schools to implement Life Planning Education and to provide career guidance services. To prepare NCS students for further studies and work, EDB has commissioned a non-governmental organisation, on a pilot basis, to organise work experience programmes for them over a three-year period as from the 2015/16 school year. The pilot project aims to enable NCS students to understand their career orientation, provide them with knowledge about different jobs, and prepare them for the workplace through relevant work experience. Practical guidelines were also developed in the project for parents, teachers and mentors to prepare NCS students for a smooth transition from school to work from different aspects. A total of 1 800 NCS students participated in this three-year pilot project, and the expenditure involved was about \$6.3 million.

Besides, the new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. Under the Scheme, support for NCS students has been strengthened to help them learn the Chinese language and prepare for the transition to primary education. The support measures include commissioning tertiary institutions to run dedicated training programmes to support KG teachers teaching the Chinese language to NCS students. All KGs admitting NCS students (regardless of their number) may apply for these training programmes. Besides, an additional grant comparable to the salary of one KG teacher is provided to KGs admitting 8 or more NCS students. KGs may deploy the additional resources flexibly to help NCS students learn the Chinese language, and provide appropriate support to NCS students who will soon progress to primary schooling, such as organising activities to familiarise them with the new learning environment and prepare them psychologically to move on to primary school life. In the 2017/18 school year, the estimated expenditure on the additional grant for KGs admitting 8 or more NCS students is \$56 million, and the estimated expenditure on commissioning universities to provide relevant teacher training is \$1.4 million.

**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

**Number of ethnic minority students by ethnicity
Studying at different grade levels in kindergartens
in the 2017/18 school year**

Kindergartens

	K1	K2	K3
Indonesian	49	41	42
Filipino	222	233	203
Indian	452	487	339
Pakistani	446	507	519
Nepalese	315	342	319
Japanese	268	239	220
Thai	47	39	36
Korean	110	123	71
Other Asian	139	152	115
White	1 198	1 203	778
Others	550	600	369
Total	3 796	3 966	3 011

**Number of non-Chinese speaking ethnic minority students by ethnicity
Studying at different grade levels in primary and secondary schools
in the 2017/18 school year**

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	27	29	26	29	19	12
Filipino	191	232	215	230	238	222
Indian	152	145	177	152	164	175
Pakistani	514	514	521	571	553	536
Nepalese	322	321	343	298	268	224
Japanese	20	26	25	14	15	16
Thai	24	26	32	29	33	27
Korean	17	7	10	15	11	6
Other Asian	25	28	42	45	56	28
White	116	137	112	91	88	56
Others	91	75	76	64	53	53
Total	1 499	1 540	1 579	1 538	1 498	1 355

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	14	21	16	12	13	6
Filipino	249	234	294	282	233	237
Indian	228	209	215	222	168	198
Pakistani	591	515	590	506	416	440
Nepalese	230	258	245	248	182	195
Japanese	19	13	9	8	7	10
Thai	38	42	25	17	13	23
Korean	14	13	9	10	10	5
Other Asian	64	42	43	35	36	20
White	56	45	36	33	24	24
Others	123	89	87	68	71	59
Total	1 626	1 481	1 569	1 441	1 173	1 217

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. Figures cover both local and non-local kindergartens.

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**EDB186****(Question Serial No. 0081)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding non-Chinese speaking (NCS) students entering for the Hong Kong Diploma of Secondary Education (HKDSE) Examination, will the Government inform this Committee of:

1. the number of NCS students who graduated from Secondary 6 and the number of NCS students who entered for the HKDSE Examination from the 2014 to 2017 school years;
2. the number of NCS students who entered for the HKDSE Examination and enrolled in the programmes of undergraduate, higher diploma, associate degree, diploma of foundation studies, and Diploma of Vocational Education of the Vocational Training Council from the 2014 to 2017 academic years respectively; and
3. the Chinese Language results of NCS students entering for the HKDSE Examination from the 2014 to 2017 school years.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 19)Reply:

1. The number of NCS students attending Secondary 6 (S6) in public sector and Direct Subsidy Scheme (DSS) schools offering the local curriculum and entering for the Hong Kong Diploma of Secondary Education (HKDSE) Examination from the 2013/14 to 2016/17 school years are as follows:

Number of NCS Students	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
Attending public sector and DSS schools	829	930	1 150	1 186
Entering for the HKDSE	731	830	1 046	1 072

Examination				
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2. According to the statistics provided by institutions, the number of NCS students who enrolled in full-time programmes at different levels from the 2014/15 to 2017/18 academic years is as follows:

Type of Programme	2014/15 academic year	2015/16 academic year	2016/17 academic year	2017/18 academic year (provisional)
Undergraduate	677	684	795	1 008
Sub-degree	444	553	721	946
Diploma of Foundation Studies/Foundation Diploma	155	151	162	175
Diploma/Certificate of Vocational Education	61	86	72	65

Note: Institutions do not have separate statistics on the public examinations / admission qualifications of NCS students. The above figures include all NCS students who enrolled in the above full-time programmes, irrespective of whether they had entered for the HKDSE Examination.

3. There were 113, 97, 116 and 106 NCS students attending S6 in public sector and DSS schools offering the local curriculum and entering for the HKDSE (Chinese Language) Examination in 2014, 2015, 2016 and 2017 respectively, among which 27, 21, 32 and 28 attained Level 3 or above, meeting the general entrance requirement of University Grants Committee-funded undergraduate programmes in respect of the Chinese Language subject. It is worth noting that results of students in individual examinations may be affected by various factors. Besides, as there are not many NCS students entering for the HKDSE (Chinese Language) Examination each year, the results cannot reflect the overall performance of NCS students. Thus, NCS students' learning of the Chinese language should not be judged simply based on their results in individual examinations.

- End -

CONTROLLING OFFICER'S REPLY

EDB187

(Question Serial No. 0082)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Chinese Language Curriculum Second Language Learning Framework, please advise this Committee of the following:

1. the expenditure and staff establishment involved in implementing the Chinese Language Curriculum Second Language Learning Framework designed for non-Chinese speaking students;
2. the numbers of primary and secondary teachers, ethnic minority teachers and teaching assistants who received the relevant training;
3. the expenditure involved in Stage 2 and Stage 3 in implementing the Chinese Language Curriculum Second Language Learning Framework; and
4. whether there are any measure to enhance the relevant learning and teaching quality in 2018-19; if yes, the estimated expenditure and staff establishment.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 20)

Reply:

1. Starting from the 2014/15 school year, the Education Bureau (EDB) has allocated about \$200 million per year to step up education support for non-Chinese speaking (NCS) students in learning the Chinese Language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"). Related measures are provided by different sections of EDB and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programmes for primary and secondary schools funded under the Education Development Fund.

2. A total of 120 seminars and workshops have been arranged since June 2014 to enable all primary and secondary schools 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 learner’s 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, and a breakdown of expenditure by item is not available.
3. The “Learning Framework”, which is designed to support NCS students’ learning of the Chinese language, provides teachers with a set of learning targets, learning objectives and expected learning outcome at different learning stages, allowing teachers to adapt the Chinese Language curriculum systematically according to different NCS students’ needs. The “Learning Framework” covers various learning stages and we do not have a breakdown of expenditure by individual learning stage.
4. 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. So far, 68 teachers who have been approved for earmarking of the grant have completed/will complete the recognised programmes under the Scheme. An estimated expenditure of about \$1.97 million will be incurred for the reimbursement of grant to these teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB188

(Question Serial No. 0083)

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 Ingrid YEUNG)
Director of Bureau: Secretary for Education

Question:

In respect of using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), please advise this Committee of the following:

- (1) The number of aided primary and secondary schools adopting PMIC, and their respective percentage in the total number of aided primary and secondary schools in the territory in the past 3 years.
- (2) The number of non-Chinese speaking (NCS) students in the schools adopting PMIC in the past 3 years disaggregated by home language.
- (3) The expenditure earmarked to support NCS students in the schools adopting PMIC for the 2018/19 school year.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 21)

Reply:

- (1) & (2) 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 adopting PMIC varies every year, we have not kept track of such information, and do not have a breakdown of the number of students (including non-Chinese speaking (NCS) and ethnic minority students) by the medium of instruction (MOI) for teaching the Chinese Language subject. The Standing Committee on Language Education and Research conducted the "Territory-wide Survey on the Use of Putonghua as Medium of Instruction to Teach Chinese Language in Schools of Hong Kong" in the 2015/16 school year with a response rate of about 80 per cent. The findings are as follows:

	Full adoption of PMIC (Putonghua is used in over 50% of lesson time of the Chinese Language subject in all grades and classes)	Mixed mode of PMIC/Cantonese as the MOI for teaching the Chinese Language Subject (CMIC) (Putonghua is used in over 50% of lesson time of the Chinese Language subject in some grades and classes while Cantonese is used in the remaining grades and classes)	Full adoption of CMIC (Cantonese is used solely in teaching the Chinese Language subject in all grades and classes)
Primary school	16.4%	55.3%	28.3%
Secondary school	2.5%	34.4%	63.1%

- (3) Schools may draw on the additional resources provided by the Education Bureau to help NCS students learn Chinese, and there is no provision earmarked for NCS students' learning of Chinese in Putonghua.

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 0084)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the vocational training and employment support for non-Chinese speaking (NCS) students, please advise this Committee of the following:

1. a breakdown by member institution and by type of students of the number of local NCS students admitted to the member institutions of Vocational Training Council in the past 5 years (2013/14 to 2017/18 academic years), as well as the support measures for these students and the expenditure involved; and
2. whether the Education Bureau will provide career exploration opportunities and relevant experiences for NCS students, the details and the estimated expenditure involved.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 23)

Reply:

1. The number of non-Chinese speaking (NCS) students studying in the member institutions of the Vocational Training Council (VTC) from the 2013/14 to 2017/18 academic years (AY) is set out below –

Member Institutions of the VTC	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (Provisional)
Number of NCS Students (including publicly-funded and self-financing programmes)	1 018	1 145	1 048	987	945
<i>Technological and Higher Education Institute of Hong Kong</i>	<i>7</i>	<i>13</i>	<i>23</i>	<i>36</i>	<i>44</i>
<i>Hong Kong Institute of Vocational Education/Hong Kong Design Institute</i>	<i>544</i>	<i>700</i>	<i>624</i>	<i>647</i>	<i>615</i>
<i>Youth College</i>	<i>168</i>	<i>180</i>	<i>181</i>	<i>175</i>	<i>177</i>
<i>Hotel and Tourism Institute/Chinese Culinary Institute/ International Culinary Institute</i>	<i>299</i>	<i>252</i>	<i>220</i>	<i>129</i>	<i>109</i>

The VTC provides various support services to NCS students undertaking pre-employment programmes to help them cope with problems relating to their studies and adapt to campus life. These services include academic and learning support, further studies and career advisory as well as counselling services, etc. The VTC also actively promotes extra-curricular activities that foster a culture of inclusion and integration. A separate breakdown of resources deployed to support services for NCS students is not available.

2. To prepare NCS students for further studies and employment, the EDB has commissioned non-governmental organisations to organise, on a pilot basis, work experience programmes for NCS students over a three-year period as from the 2015/16 school year. The pilot project aims to enable NCS students to understand their career aptitude, provide them with knowledge about different jobs, and prepare them for entering the job market through relevant work experience. Practical guidelines on helping NCS students to make all-round preparation for a smooth transition from secondary education to employment are also developed for parents, teachers and mentors. A total of 1 800 NCS students participated in this three-year pilot project, and the expenditure involved was about \$6.3 million. The EDB will consolidate the experience of the pilot project so as to facilitate schools in providing enhanced support to NCS students.

- End -

CONTROLLING OFFICER'S REPLY

EDB190

(Question Serial No. 0085)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) often emphasises that the Chinese Language curriculum designed for Non-Chinese Speaking (NCS) students has adopted the “small-step” learning approach, i.e. different learning modes for different learning stages, and it does not expect NCS students to master the language “in one go”. Nevertheless, many NCS students still find learning Chinese difficult, which has far-reaching implications as some of them are facing difficulties in advancing their studies and careers because of their poor command of Chinese. In this connection, would the EDB advise this Committee:

1. whether it has followed up on and studied the situation regarding the learning of Chinese language by NCS students, as well as the adaptation and development of NCS students during their transition from kindergarten to primary school and from primary school to secondary school; and if yes, of the details and the expenditure involved; and
2. whether it will conduct a timely review of the so-called “small-step” approach to learning in order to, for example, extend learning contents; and if yes, of the expenditure involved.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 24)

Reply:

1. Starting from the 2014/15 school year, the Education Bureau (EDB) has stepped up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the Chinese Language Curriculum Second Language Learning Framework (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools. The 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 (including University-School Support Programmes) have also been provided to enhance the professional capability of

Chinese Language teachers in teaching Chinese as a second language. Further, professional learning communities are established with a view to facilitating professional exchange among schools and enhancing teachers' professional competence. Covering different key learning stages, these support measures contribute to NCS students' overall effectiveness in learning the Chinese language and their smooth transition across different key learning stages. To facilitate schools' implementation of the "Learning Framework" and creation of an inclusive learning environment, the 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 an additional 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 assessed using the "Chinese Language Assessment Tools for NCS Students" ("Assessment Tools"), adjust the learning targets and teaching strategies with reference to the learning progress so described in the "Learning Framework" as well as the learning performance and progress of their NCS students, adopt diversified intensive learning and teaching modes as appropriate to help NCS students learn Chinese effectively, with a view to helping them bridge over to mainstream Chinese Language classes as early as possible. The EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results assessed using the "Assessment Tools" to understand the overall Chinese learning performance of NCS students.

In addition, the EDB has drawn up a research framework based on the advice of research and language experts, been collecting a range of data, including NCS students' performance in the Territory-wide System Assessment (TSA) and results of the questionnaire surveys on TSA since 2015. The EDB is actively analysing the information and data on Learning-Teaching-Assessment collected since the implementation of the "Learning Framework". As the "Learning Framework" was introduced to primary and secondary schools in the 2014/15 school year, the first cohort of NCS students that starts learning Chinese under the "Learning Framework" in Primary 1 is now studying Primary 4 and no sufficient data on their learning performance during the transitional stage is available for in-depth analysis. Therefore, we have not conducted any study on students' adaptation and development during the transition from kindergarten level to primary level and from primary level to secondary level.

The above measures are provided by different sections of EDB. The manpower resources and expenses involved 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.

2. The "Learning Framework" implemented in primary and secondary schools, which is developed from the perspective of second language learners, covers the listening, speaking, reading and writing domains, and sets out clearly the expected learning outcomes of NCS students at different learning stages. With reference to the "Learning Framework", teachers can set specific learning targets, learning progress and expected learning outcomes, as well as adapt and develop teaching materials for their NCS students with different starting points and varying abilities. This is to help NCS students with diversified learning needs learn Chinese progressively in a "small-step" approach and bridge over to mainstream Chinese Language classes.

The EDB has been reviewing the implementation of the “Learning Framework” and enhancing related teaching strategies, assessment tools and supporting resources for schools as appropriate in a timely manner, in light of the views of various stakeholders and school practices on learning and teaching. At the curriculum level, we review the entire “Learning Framework” at an interval of 3 years in order to consider if fine-tuning the learning objectives and specifics of each key stage (i.e. Primary 1-3, Primary 4-6 and Secondary 1-3) is necessary, having due regard to the overall performance of students. Since the 2014/15 school year, we have been collating and analysing data collected through school-based professional support services, teacher professional development programmes and focus group interviews to review the implementation of the “Learning Framework” in schools, as well as to seek enhancements to the “Learning Framework”, the “Assessment Tools” and the supporting resources accordingly. The initial findings will be reported to the Legislative Council upon completion of data collation and analysis. The manpower resources and expenses involved are subsumed under the overall expenditure of EDB. Separate breakdown of the expenses incurred is thus not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB191

(Question Serial No. 0087)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding support for non-Chinese speaking (NCS) students in kindergartens (KGs), please provide the following information:

1. The number of KGs admitting more than 8 NCS students and the expenditure on the grant in the past 3 years.
2. As far as the above KGs are concerned, the number of teachers who have received relevant training, the number of teachers who have acquired and who have not acquired the qualifications, and the amount of expenditure on training.
3. The salary of teachers who have received relevant training.
4. KGs admitting less than 8 NCS students are not eligible for the recurrent grant for NCS students. Please advise on the support rendered to these schools and the expenditure involved.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 26)

Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year. Under the Scheme, support for non-Chinese speaking (NCS) students has been strengthened. All KGs, regardless of the number of NCS students admitted, may apply for related teacher training and school-based professional support services. KGs admitting 8 or more NCS students are eligible for an additional grant to support NCS students. The grant is open to applications throughout the school year. In the 2017/18 school year, the estimated expenditure on the grant is \$56 million. In the 2015/16, 2016/17 and 2017/18 school years, the number of KGs that participate in the scheme and admit 8 or more NCS students is 114, 133 and 159 respectively (Notes). As regards KGs admitting a handful (i.e. 1 to 7) of NCS students, they provide an immersed Chinese language environment conducive to NCS students' learning of Chinese as well as integration into the

community.

Regarding teachers' training, the Education University of Hong Kong offered a new programme in the 2017/18 school year, namely Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children, while it continues to offer the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children programme funded by the University Grants Committee. We also commissioned a tertiary institution to offer KG teachers a basic training programme on support to NCS students' learning of Chinese. In the 2017/18 school year, the estimated expenditure on this programme is \$1.4 million. Besides, school-based professional support services are rendered to support KGs in creating a language-rich environment to provide students with authentic, meaningful and developmentally appropriate language learning experiences through try-outs, exploration and interpersonal interactions. The relevant expenses and manpower resources are subsumed under the overall expenditure of EDB and/or different funds, and therefore a breakdown of expenditure is not available.

We have set specific targets for teachers' training. For KGs joining the Scheme and receiving the grant for supporting NCS students, they should have at least 1 teacher completed the EDB's basic training programme by the end of the 2018/19 school year; and all KGs participating in the Scheme and admitting NCS students (regardless of the number) should meet this requirement by the end of the 2020/21 school year. We estimate that among the above 159 KGs that admit 8 or more NCS students, around 100 KGs will have at least 1 teacher completed the training programme by the end of the 2017/18 school year. To facilitate KGs in arranging teachers to attend the specified training on supporting NCS students, a supply teacher grant will be provided starting from the 2018/19 school year. The estimated expenditure on the programme and supply teacher grant for the 2018/19 school year is \$1.8 million. On teachers' salary, a salary range for teaching staff of each rank is provided under the Scheme. KGs may make school-based arrangements in light of teachers' qualifications, experience, duties etc. For example, KGs may consider offering a higher salary to teachers at basic rank who have received recognised professional training in supporting NCS students or students with special needs or at risk of developmental delay and are assigned related additional duties.

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB192****(Question Serial No. 0088)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

As stated in paragraph 119 of the Budget Speech, the Government will commit an additional recurrent expenditure of \$2 billion on education. Please list the expenditures on supporting ethnic minority students to pursue further studies for the 2018/19 school year. If there is no plan to make such provisions, what are the reasons? Will the Government make provisions in other areas to support ethnic minority students? If yes, what are the areas and details involved? If no, what are the reasons?

Stage	Area Involved	Expenditure
Kindergarten Education		
Primary Education		
Secondary Education		
Post-secondary Education		
Special Educational Needs		

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 16)Reply:

Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion had been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning. Ethnic minority students will also benefit from these measures.

Besides, as regards support for non-Chinese speaking (NCS) students (notably ethnic minority students), the Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up 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) and the creation of an inclusive learning environment in schools. To help schools implement the “Learning Framework”, EDB has provided continual support to schools, including the provision of diversified learning and teaching resources and school-based professional support services. 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 (including the “Learning Framework”) and will refine them as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB193

(Question Serial No. 0089)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Student Guidance Service Grant, please inform this committee of:

- (1) the number of primary schools which applied for the Student Guidance Service Grant and hired social work services in the past 5 years;
- (2) the wastage rates of Student Guidance Officer, Student Guidance Personnel and registered social workers in primary schools which applied for the Student Guidance Service Grant and hired social work services in the past 5 years;
- (3) the numbers of Student Guidance Officer, Student Guidance Personnel and registered social workers without bachelor's degree in primary schools which applied for the Student Guidance Service Grant in the past 5 years, and their wastage rates;
- (4) the median wages of Student Guidance Officer, Student Guidance Personnel and registered social workers in primary schools which applied for the Student Guidance Service Grant in the past 5 years;
- (5) the number of Student Guidance Officer, Student Guidance Personnel and registered social workers participating training and development and the expenditure involved in primary schools which applied for the Student Guidance Service Grant in the past 5 years; and
- (6) the expenditure involved in the Government spending on establishments of Student Guidance Officer, Student Guidance Personnel and registered social workers in attracting new blood and maintaining talents given the frequent occurrence of child abuse and sexual abuse cases in schools in recent days which have led to increasing concerns about the functions of school-based social workers and Students Guidance Personnel as well as the coming implementation of "one school social worker for each school" in primary schools and kindergartens by the Government? What measures will be implemented in the future to ensure that schools can employ qualified social workers?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 28)

Reply:

(1) to (5)

The number of public sector primary schools receiving the Student Guidance Service Grant (SGS Grant) in the past 5 school years (i.e. from the 2013/14 to the 2017/18 school years) is as follows:

School year	2013/14	2014/15	2015/16	2016/17	2017/18
No. of primary schools	309	312	317	323	328

Under school-based management, schools are entrusted with the responsibility, and thus are held accountable for effective use of the SGS Grant for its intended purposes. As schools can flexibly deploy the SGS Grant to employ staff or procure services from organisations and need not provide the Education Bureau (EDB) with details of their use of the SGS Grant, we do not have the data and information required. However, to ensure the proper utilisation of Government resources by schools, the EDB examines the annual audited financial statements submitted by schools every year. School visits are also conducted to keep in view the implementation of Comprehensive Student Guidance Service and the use of resources in schools.

(6)

Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up SGS Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools’ options, the details of the related expenditure are not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students. The EDB will, through

circulars, guidelines, briefings and school visits, remind schools to ensure that their social workers acquire the basic qualifications as stipulated by the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB194

(Question Serial No. 0094)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Learning Support Grant for public sector primary school provided by the Government will be extended to cover students with mental illness:

1. Please list the numbers of primary and secondary school students who have been diagnosed with mental illness in the past 3 years, with a breakdown by mild, moderate and severe mental illness;
2. What is the expenditure involved in providing training for teachers in teaching students with SEN for the 2017/18 school year? What is the percentage of teachers who have received education on mental illness among the total number of teachers who have received training on teaching students with SEN? and
3. Will the Government formulate relevant measures to reduce stigma on students with mental illness? What is the related expenditure?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 32)

Reply:

1. Students with mental illness need emotional and mental health support. Aside from treatment by healthcare professionals, the guidance personnel/teachers of schools, school social workers, and educational psychologists, etc., will cope with the advice of the healthcare professionals to provide support and guidance to the students. Starting from the 2017/18 school year, the Learning Support Grant provided by the Education Bureau (EDB) to public sector mainstream primary and secondary schools also covers students with mental illness. Schools can use these resources to enhance their support to cater for those students' learning, social, emotional and behavioural needs. As EDB only started to collect the information on those students in the same school year, we do not have the numbers of primary and secondary school students who have been diagnosed with mental illness in the past few years.

2.

Starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. The teachers who studied these courses could have more understanding of supporting students with mental health needs. From the 2017/18 school year onwards, EDB conducts the “Professional Development Programme for Mental Health” for primary and secondary school teachers to raise their awareness of mental health and enhance their professional knowledge and capacity to identify and support students with mental health needs. A total of 280 training places have been provided under this programme in the current school year. It is estimated that the number of training places will be increased to around 2 000 in the next 2 school years. In each school year, EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. Up to this moment of the current school year, about 3 400 teachers took part in the related activities. In the 2017/18 school year, the revised estimate for teacher training courses on supporting students with SEN and various related training activities is about \$70 million.

3.

EDB has been encouraging schools to adopt the Whole School Approach to foster a caring and friendly learning environment so as to enhance students’ mental health and resilience, and promote mental health education to teachers and students, including correct knowledge, attitudes and behaviours so as to lessen their misunderstanding towards mental illness and stigmatization. In the 2017/18 and 2018/19 school years, we have developed mental health promotion programmes through the University-School Support Programmes to advocate a positive mental health. EDB and the Department of Health have jointly launched the Joyful@School Campaign in the 2016/17 and 2017/18 school years to strengthen students’ ability to cope with adversity and reduce the stigma that impedes help-seeking behaviours. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the campaign. Up to February this year, over 400 applications were approved under the Joyful@School Campaign with a total grant amount of more than \$86 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB195

(Question Serial No. 0096)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Free Quality Kindergarten Education Scheme (Scheme), please inform this Committee:

(1) What is the estimated expenditure for reviewing the implementation of the Scheme launched in the previous year? Is there any timetable for reviewing the Scheme? If yes, please set out in detail.

(2) Has the Government considered implementing the Scheme across the board (covering all kindergartens offering half-day, whole-day and long whole-day services)? If yes, when will this be done? If no, what are the considering factors?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 34)

Reply:

(1)

With the implementation of the new kindergarten (KG) education policy starting from the 2017/18 school year, a series of related measures are progressively put in place. We will keep in view the implementation of the new policy and enhance the measures as necessary. For example, two enhancement measures were announced in July 2017, including starting from the 2018/19 school year, the portion of salary-related subsidies for KG teachers will be adjusted on a school year basis based on the annual civil service pay adjustment, and the 2-year tide-over grant will be extended for 3 more years (i.e. a total period of 5 years from the 2017/18 to 2021/22 school years). Moreover, starting from the 2018/19 school year, a supply teacher grant will be provided so that schools may employ supply teachers to substitute teachers attending specified courses on catering for non-Chinese speaking students and students at risk of developmental delay. On top of the above enhancement measures, we have undertaken to explore the feasibility of putting in place a salary scale for KG teachers. Based on the data of 3 school years from 2017/18 to 2019/20, we will assess the implications of a salary scale for KG teachers on the stability of teaching force, sustainable development of

quality services, as well as flexibility and diversity of the KG sector. We will consult the KG sector and stakeholders and chart the way forward. These tasks are performed by the Education Bureau (EDB) officers. Relevant manpower resources and expenses are subsumed in the overall expenditure of EDB, and a breakdown is not available.

(2)

The new KG education policy aims to provide good quality and highly affordable KG education, and enhance the accessibility of students to different modes of services that suit their specific needs. In the 2017/18 school year, there are 748 KGs joining the new KG scheme (Scheme). Among them, about 500 KGs offer half-day (HD) programmes, of which about 90% are free; about 610 KGs offer whole-day (WD) / long whole-day (LWD) programmes, of which about 70% collect school fees below \$1,000 per month. The percentage increase is significant when compared with the corresponding figure of only 5% in the 2016/17 school year.

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 is not 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, the Government subsidies should in principle 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 a low level, for their HD programmes, mainly to defray expenses on rent that are not fully covered by the rental subsidy. To increase the number of KGs that will not have to charge school fees to defray rental expenses, we will explore feasible measures to provide more Government-owned quality KG premises. As a long-term strategy, adequate space will be earmarked for KG use in new public housing estates with new demand, and we will explore the feasibility of providing more 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 LWD services, 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 services for all children from 3 to 6 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 and enable parents to join the workforce, we provide

an additional subsidy of 30% and 60% for eligible KGs offering WD and LWD services respectively. As the Government has provided additional subsidy, school fees are at a low level. Needy families may also be granted fee remission. In view of the foregoing, we do not have plans to further increase subsidy for WD and LWD KG places at this stage.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 3411)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) with a view to enabling non-Chinese speaking students to bridge over to mainstream Chinese classes. In this connection, will the government inform this Council of:

- a) The EDB’s working definition of a non-Chinese speaking student who has successfully “bridged-over” to the mainstream Chinese class;
- b) The methods through which the EDB determines the number of non-Chinese speaking students who have successfully bridged over to mainstream Chinese classes in a school;
- c) The number of non-Chinese speaking students who have bridged over to mainstream Chinese classes in the school year 2014/15, 2015/16 and 2016/17, and which grade levels these students are in;
- d) The number of non-Chinese speaking students who are expected to bridge over to mainstream Chinese classes in the second half of the school year 2014/15, 2015/16 and 2016/17, and which grade levels these students are in;
- e) The policy goal of the Learning Framework, in terms of the number and rate of non-Chinese speaking students bridging over to mainstream Chinese classes; and
- f) Given the EDB stated that “the number of NCS students who have bridged over or are expected to bridge over to mainstream Chinese classes would in any case only serve as reference for evaluating the effectiveness of the support measures”, all the other methods with which the EDB evaluates the effectiveness of the support measures.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 79)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has allocated about \$200 million per year to step 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 creation of an inclusive learning environment in schools. It takes time for the measures to take root and sustain.

Developed from the perspective of second language learners, the “Learning Framework” aims to provide teachers with a systematic set of learning targets, learning objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages in a “small-step” approach in accordance with the curriculum. It also serves as a reference for indicators of student attainment and evaluation of learning effectiveness. Schools are also provided with the “Chinese Language Assessment Tools for non-Chinese Speaking Students” (“Assessment Tools”) in conjunction with the expected learning outcomes across different levels of the “Language Framework” that helps them assess the learning performance of their NCS students on an ongoing basis. Whether NCS students could bridge over to mainstream Chinese Language classes and learn with their Chinese-speaking classmates at the same grade level is determined by relevant teachers’ assessment. Through ongoing observation and tracking of students’ learning progress with reference to the expected learning outcomes of the “Learning Framework”, schools could then make evidence-based recommendations and arrangements as to whether individual NCS students could bridge over to mainstream Chinese Language classes and help them make an informed choice for articulation to mainstream Chinese Language examination in the Hong Kong Diploma of Secondary Education or taking the Applied Learning Chinese (for NCS students) and attaining other internationally recognised Chinese Language qualifications.

All students, including NCS students, may experience ups and downs in their learning journey in primary and secondary schools. Individual NCS students’ learning progress in Chinese may vary due to various factors. Teachers need to monitor NCS students’ learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways.

To facilitate schools’ implementation of the “Learning Framework” and creation of an inclusive learning environment in schools, starting from the 2014/15 school year, all public sector and Direct Subsidy Scheme schools offering the local curriculum and admitting 10 or more NCS students have been provided with an additional funding depending on the number of NCS students admitted. Schools are required to submit a school plan at the beginning of a school year and a report at the end of a school year regarding the deployment of additional funding. The school plan and report concerned should include, among others, their NCS students’ learning performance in Chinese based on the results evaluated by the “Assessment Tools”, diversified intensive learning and teaching modes adopted with reference to the learning progress so described in the “Learning Framework” to facilitate NCS students learn effectively and make steady progress with a view to helping them bridge over to mainstream Chinese Language classes, and relevant feedback from major stakeholders. The Panel on Education of the Legislative Council was briefed on the overall deployment of additional funding by schools on 26 June 2017. EDB has also

commissioned the University of Hong Kong to conduct analysis on NCS students' overall learning performance in Chinese by making reference to the results based on the "Assessment Tools". The findings, in brief, suggest that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course.

EDB has consulted teachers and language experts when formulating the "Learning Framework" and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. EDB will be reviewing the "Learning Framework" on an ongoing 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, and Secondary 1-3) has been completed.

EDB will not only focus on the number of NCS students who have bridged over or are expected to bridge over to mainstream Chinese Language classes when evaluating the effectiveness of the support measures concerned. We have, based on the research framework drawn up in light of advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students and will refine them as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB197

(Question Serial No. 3412)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau launched a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language), funded under the Language Fund, starting from the 2014/15 school year on a pilot basis. In this connection, will the government inform this Council of:

- (a) The number of kindergarten teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all kindergarten teachers in Hong Kong;
- (b) The number of kindergarten with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all kindergartens in Hong Kong;
- (c) The number of primary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary school teachers in Hong Kong;
- (d) The number of primary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary schools in Hong Kong;
- (e) The number of secondary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary school teachers in Hong Kong;

(f) The number of secondary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary schools in Hong Kong;

(g) The respective number of kindergarten, primary school and secondary school teachers subsidized by the Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) in 2014/15, 2015/16 and 2016/17, and are in the relevant recognised post-secondary programmes; and

(h) Whether the Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) will be extended to kindergarten teachers, and if so, when.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 80)

Reply:

In respect of teaching Non-Chinese Speaking (NCS) students to learn Chinese language, schools make different arrangements to cater for the needs of these students having regard to school contexts. The number of teachers teaching NCS students Chinese language may vary from school to school and even for the same school, from year to year. We learn that relevant programmes are offered by the tertiary institutions in Hong Kong (e.g. Diploma in Early Childhood Education (Supporting Learning and Teaching for NCS Children) by the Education University of Hong Kong, MA in Chinese Language and Literature (with a specialism in Chinese Language Teaching for Teachers of NCS Students) by the Hong Kong Polytechnic University, and Certificate in Teaching NCS Children by the Hong Kong Institute of Vocational Education of the Vocational Training Council). Those who are not serving teachers in public sector schools could also enrol on such programmes. We do not possess data on teachers with training in teaching Chinese as a second language nor can we provide the number of schools with teachers in this regard.

With a view to encouraging serving Chinese Language teachers at primary and secondary levels to take courses that aim to enhance their pedagogical knowledge and skills in teaching Chinese to NCS students, the Education Bureau (EDB) has launched a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) (Scheme), funded under the Language Fund, starting from the 2014/15 school year on a pilot basis. In the schools years from 2014/15 to 2016/17, 30 and 38 Chinese Language teachers serving at primary and secondary schools respectively were offered the grant/approved to earmark the grant under the Scheme. The provision of grant comprises 2 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 recognised under the Scheme, subject to maximum of \$30,000 per teacher, upon successful completion of the programme. 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 a programme, 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 the programme. Upon completion of the pilot run, we will wrap up the experience and consider whether the Scheme could be extended to kindergarten teachers.

On top of the training mentioned above, the EDB continuously organises diversified and advanced teacher professional development programmes on teaching Chinese to NCS students, including those relating to curriculum planning, the Chinese Language Curriculum Second Language Learning Framework (Learning Framework), assessment for learning, and second language learning and teaching strategies, so as to facilitate schools in implementing the Learning Framework. As at February 2018, around 1 830 primary school teachers and 1 560 secondary school teachers have participated in the seminars and workshops organised by the Curriculum Development Institute of EDB. In addition, the EDB helps schools admitting NCS students establish professional learning communities with a view to facilitating professional exchange among schools and enhancing teachers' professional capacity.

- End -

CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 3413)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has set up a dedicated team in the Bureau to step up the monitoring of the enhanced funding support for schools to support non-Chinese speaking students' learning. The team also examines the annual plans of the schools concerned on the use of the funding and verifies them against their annual school reports. Also, the Education Bureau has finalized the research framework to evaluate the effectiveness of various support measures for non-Chinese speaking students. In this connection, will the government inform this Council of:

- a) The membership of the dedicated team, as well as the positions and ranks of the members if they are government officials;
- b) The indicators set under the research framework to evaluate the effectiveness of the support measures for non-Chinese speaking students and the relative weights of these indicators;
- c) The timeline of research framework and whether results from the research will be made publicly available;
- d) Budget spent on conducting the review with itemized expenditure (e.g. school visits, focus group, questionnaire, etc.);
- e) Whether there is periodic review of the impact of the support measures including the "Chinese Language Curriculum Second Language Learning Framework";
- f) How the Education Bureau engages researchers and teachers to make the evaluation and proposals following the evaluation more evidence-based;
- g) What kinds of information the Bureau will make public from the evaluation process to be accountable to the public; and

h) How the Bureau will engage stakeholders such as civil society organizations and ethnic minorities in the evaluation process.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 82)

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 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, the EDB has provided public sector and Direct Subsidy Scheme schools offering the local curriculum and 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 dedicated team, comprising EDB officers of the education grade, has been set up to ensure schools’ proper use of the additional funding. Specifically, the team will examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. To monitor use of the funding, which is purpose-specific for supporting NCS students’ learning of Chinese language, the team will also conduct supervisory visits to the schools. Besides, feedback will be collected from major stakeholders of each school concerned (including the principal and the co-ordinator of support measures for NCS students in each school, Chinese Language teachers teaching NCS students, parents of NCS students, NCS students and non-governmental organisations where appropriate) through questionnaires, interviews, etc.

b), c), e) and g)

The EDB has drawn up a research framework based on the advice of research and language experts for evaluating the effectiveness of various support measures for NCS students so as to ensure the quality of these support measures and to refine individual measures where necessary. The EDB has been collecting a range of data for the evaluation study, including NCS students’ performance in the Territory-wide System Assessment (TSA) and results of the questionnaire surveys on TSA, as well as evaluation feedback on the effectiveness of school-based professional support services collected by means of questionnaires and focus group interviews. On 26 June 2017, the EDB reported to the Panel on Education the progress of the implementation of these support measures, including the collection of data and related work under the research framework, as well as the overall deployment of funding by schools provided with additional funding.

The EDB has been reviewing the implementation of the “Learning Framework” and enhancing related teaching strategies, assessment tools and supporting resources for schools as appropriate in a timely manner, in light of the views of various stakeholders and school practices on learning and teaching. At the curriculum level, we review the entire “Learning Framework” at an interval of 3 years in order to consider if fine-tuning the learning objectives and specifics of each key stage (i.e. Primary 1-3, Primary 4-6 and Secondary 1-3) is necessary, having due regard to the overall performance of students. Since the 2014/15 school year, we have been collating and analysing data collected through school-based professional support services, teacher professional development programmes and focus group interviews to review the implementation of the “Learning Framework” in schools, as well as

to seek enhancements to the “Learning Framework”, the “Chinese Language Assessment Tools for NCS Students” and the supporting resources accordingly. The initial findings will be reported to the Legislative Council upon completion of data collation and analysis.

d) The collection of data and related work under the research framework are subsumed under EDB’s overall expenditure. Hence, a breakdown of the expenditure involved is not available.

f) and h) As an integral part of the evaluation process, the EDB listens to views of different stakeholders (including teachers, students and ethnic minority communities) through various data collection methods, such as focus group discussions, interviews and public hearings. Research and language experts will also be invited to participate in relevant studies when appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 3414)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- a) The list of government-funded kindergarten support programmes and University-school Support Programmes (USP) for non-Chinese speaking ("NCS") students in 2015/16, 2016/17, and 2017/18, 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;
- b) The list of government-funded primary school support programmes and University-school Support Programmes (USP) for NCS students in 2015/16, 2016/17, and 2017/18, 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;
- c) The list of government-funded secondary school support programmes and University-school Support Programmes (USP) for NCS students in 2015/16, 2016/17, and 2017/18, 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;

d) 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 SHEK Lai-him, Abraham (Member Question No. (LegCo use): 84)

Reply:

The list of government-funded support programmes implemented by institutions for non-Chinese speaking (NCS) students in the 2015/16, 2016/17 and 2017/18 school years and related information are provided below. As the support programmes have different objectives, target groups, durations, funding arrangements and enrollment arrangements, information such as the number of students/schools supported by school levels and the related percentage figures is not readily available.

Name of programme and institution	Target participants	Goal and nature	Number of students supported in the 2015/16, 2016/17 and 2017/18 school years	Expenditure [#] (\$ million)		
				2015/16	2016/17	2017/18
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 (2015/16) About 1 060 (2016/17) About 720 (2017/18)	3.7	3.9	4.4*
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	2.4	1.2	3.5*

Name of programme and institution	Target participants	Goal and nature	Number of students supported in the 2015/16, 2016/17 and 2017/18 school years	Expenditure [#] (\$ million)		
				2015/16	2016/17	2017/18
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 per year	1.9	2.4	2.0*
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 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	8.5	15.5	4.1*

Rounded up to 1 decimal place

* Estimated figure

Evaluation and monitoring of the above government-funded support programmes is conducted by various means, such as observations, meetings with service providers and reports submitted by service providers. EDB will continue to review the programmes to ensure that they best suit the needs of participants.

- End -

CONTROLLING OFFICER'S REPLY

EDB200

(Question Serial No. 3089)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) Please provide a breakdown of the number of vacant school premises (VSP) 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 have been left vacant. What were the expenditures involved in the management and maintenance of VSP in each of the past 3 years (i.e. 2015-16, 2016-17 and 2017-18)?

(2) Please provide a breakdown of the number of VSP 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 have been left vacant. What were the expenditures involved in the management and maintenance of VSP in each of the past 3 years (i.e. 2015-16, 2016-17 and 2017-18)?

(3) Please provide the respective numbers of applications from social welfare organisations for renting idle government premises which were received, approved and rejected in each of the past 5 years, as well as the reasons for rejecting some of the applications.

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 49)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the 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 reallocated for school or other educational use. For VSP confirmed no longer required by the EDB for reallocation for school uses, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) in accordance with the central clearing house mechanism. The PlanD will conduct review in accordance with the central clearing house mechanism and

recommend suitable alternative long-term uses (such as government, institution or community, residential and other uses) for the concerned VSP sites. The PlanD will inform the relevant departments (such as the LandsD and the HD) of the recommendations for their follow up as appropriate. According to the information provided by the Development Bureau, as at end-January 2018, the PlanD has reviewed and confirmed the long-term uses of 183 VSP. According to the mechanism, while the EDB is allowed to retain VSP for school use, for premises which are proposed to be used for educational uses other than school use, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2018, there are 9 VSP under the 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 the EDB). Information on these premises is set out in Table (1) below.

Table (1) – 9 VSP under the EDB's purview (position as at end-February 2018)

No.	District	Name of former school	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m²)
1	Wanchai	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2006/07	2 000
2	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Aberdeen, Hong Kong	2012/13	6 000
3	Kwun Tong	St. Joseph's Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	2011/12	2 900
4	Kowloon City	Pui Shing Catholic Secondary School	1D Oxford Road, Kowloon	1992/93	2 200
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.K.H. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	

No.	District	Name of former school	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m²)
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Lane, Tai Po, New Territories	1999/00	2 400
9	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

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

The EDB is responsible for the management of VSP located on sites allocated to the EDB, including those that the PlanD has been informed of under the central clearing house mechanism but that the LandsD has requested the EDB to continue the management until the next users have been identified and taken over the land. In 2015-16 to 2017-18, the expenditure/estimated expenditure incurred by the EDB for the management of VSP were \$1.221 million, \$1.341 million and \$1.27 million respectively which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

All VSP under the purview of the EDB are earmarked/retained for educational uses and not available for application for use by other organisations. Regarding the VSP returned under the central clearing house mechanism, we do not have information about their current conditions and uses, whether any social welfare or other organisations have applied for these premises (if applicable), and the expenditure incurred by the relevant departments for managing these premises.

- End -

CONTROLLING OFFICER'S REPLY**EDB201****(Question Serial No. 3097)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

- 1) In the past 3 school years, how many kindergartens (KGs), public sector and Direct Subsidy Scheme (DSS) primary and secondary schools, and special schools admitted non-Chinese speaking (NCS) students? What was the respective percentage of NCS students among all students of such schools?

Number of KGs with NCS students from the 2015/16 to 2017/18 school years

School year	Number of NCS students						
	0	1 to 7	8 to 25	26 to 50	51 to 75	76 to 90	Over 91
Number of KGs in 2015/16							
Number of KGs in 2016/17							
Number of KGs in 2017/18							

Percentage of NCS students among all students of individual KGs from the 2015/16 to 2017/18 school years

School year	Percentage of NCS students among all students of individual KGs					
	0%	0.1%- 20.0%	20.1%- 40.0%	40.1%- 60.0%	60.1%- 80.0%	80.1%- 100%
Number of KGs in 2015/16						
Number of KGs in 2016/17						

Number of KGs in 2017/18						
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Number of primary schools with NCS students from the 2015/16 to 2017/18 school years

School year	Number of NCS students						
	0	1 to 9	10 to 25	26 to 50	51 to 75	76 to 90	Over 91
Number of primary schools in 2015/16							
Number of primary schools in 2016/17							
Number of primary schools in 2017/18							

Percentage of NCS students among all students of individual primary schools from the 2015/16 to 2017/18 school years

School year	Percentage of NCS students among all students of individual schools					
	0%	0.1% - 20.0%	20.1% - 40.0%	40.1% - 60.0%	60.1% - 80.0%	80.1% - 100%
Number of primary schools in 2015/16						
Number of primary schools in 2016/17						
Number of primary schools in 2017/18						

Number of secondary schools with NCS students from the 2015/16 to 2017/18 school years

School year	Number of NCS students						
	0	1 to 9	10 to 25	26 to 50	51 to 75	76 to 90	Over 91
Number of secondary schools in 2015/16							
Number of secondary schools in 2016/17							
Number of							

secondary schools in 2017/18							
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Percentage of NCS students among all students of individual secondary schools from the 2015/16 to 2017/18 school years

School year	Percentage of NCS students among all students of individual schools					
	0%	0.1%- 20.0%	20.1%- 40.0%	40.1%- 60.0%	60.1%- 80.0%	80.1%- 100%
Number of secondary schools in 2015/16						
Number of secondary schools in 2016/17						
Number of secondary schools in 2017/18						

Number of special schools with NCS students from the 2015/16 to 2017/18 school years

School year	Number of NCS students					
	0	1 to 5	6 to 9	10 to 25	26 to 50	Over 51
Number of special schools in 2015/16						
Number of special schools in 2016/17						
Number of special schools in 2017/18						

Percentage of NCS students among all students of individual special schools from the 2015/16 to 2017/18 school years

School year	Percentage of NCS students among all students of individual schools					
	0%	0.1%- 20.0%	20.1%- 40.0%	40.1%- 60.0%	60.1%- 80.0%	80.1%- 100%
Number of special schools in 2015/16						
Number of special schools in						

2016/17						
Number of special schools in 2017/18						

- 2) In the past 3 school years, how many schools employed additional teachers and teaching assistants to support NCS students in learning the Chinese language? Among the additional teachers and teaching assistants employed, how many of them were ethnic minorities? How many schools assigned teachers as coordinators for support measures for NCS students? How many schools had teachers with relevant training in teaching NCS students?

Manpower arrangements of KGs to support NCS students from the 2015/16 to 2017/18 school years

School year	Manpower arrangements to support NCS students					
	With additional teachers employed	With additional teaching assistants employed	With ethnic minority teachers employed	With ethnic minority assistants employed	With coordinators assigned for support measures for NCS students	With teachers receiving training in teaching NCS students
Number of KGs in 2015/16						
Number of KGs in 2016/17						
Number of KGs in 2017/18						

Manpower arrangements of primary schools to support NCS students from the 2015/16 to 2017/18 school years

School year	Manpower arrangements to support NCS students					
	With additional teachers employed	With additional teaching assistants employed	With ethnic minority teachers employed	With ethnic minority assistants employed	With coordinators assigned for support measures for NCS students	With teachers receiving training in teaching NCS students
Number of primary schools in 2015/16						
Number of primary schools in 2016/17						

Number of primary schools in 2017/18						
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Manpower arrangements of secondary schools to support NCS students from the 2015/16 to 2017/18 school years

School year	Manpower arrangements to support NCS students					
	With additional teachers employed	With additional teaching assistants employed	With ethnic minority teachers employed	With ethnic minority assistants employed	With coordinators assigned for support measures for NCS students	With teachers receiving training in teaching NCS students
Number of secondary schools in 2015/16						
Number of secondary schools in 2016/17						
Number of secondary schools in 2017/18						

Manpower arrangements of special schools to support NCS students from the 2015/16 to 2017/18 school years

School year	Manpower arrangements to support NCS students					
	With additional teachers employed	With additional teaching assistants employed	With ethnic minority teachers employed	With ethnic minority assistants employed	With coordinators assigned for support measures for NCS students	With teachers receiving training in teaching NCS students
Number of special schools in 2015/16						
Number of special schools in 2016/17						
Number of special schools in 2017/18						

- 3) As stated in the Budget, \$500 million will be earmarked to strengthen support for the ethnic minorities. In the coming 3 financial years, what new policies does the Administration plan to roll out to support NCS students in learning the Chinese language effectively? What are the details? What is the amount of public fund that each area of expenditure will involve?

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 60)

Reply:

- 1) According to the information collected through the annual Student Enrolment Survey, the number of kindergartens (KGs), public sector and Direct Subsidy Scheme (DSS) primary and secondary schools, and special schools with non-Chinese speaking (NCS) students (by number of NCS students and percentage of NCS students among all students of individual schools) from the 2015/16 to 2017/18 school years is tabulated at Annex A.
- 2) The Education Bureau (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, 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 DSS schools offering the local curriculum and 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 to adopt diversified intensive learning and teaching modes as appropriate. Special schools offering an ordinary school curriculum and admitting 6 to 9 NCS students, and special schools offering an adapted curriculum and admitting 6 or more NCS students are both provided with an additional funding of \$650,000. The funding model for special schools offering an ordinary school curriculum and admitting 10 or more NCS students is the same as that for ordinary schools mentioned above. In the 2015/16, 2016/17 and 2017/18 school years, the number of primary and secondary schools concerned is 197, 216 and 228 respectively, and the number of special schools concerned is 25, 24 and 25 respectively. These schools are required to assign teachers to co-ordinate education support measures for NCS students. As regards schools admitting a handful of NCS students (i.e. 1 to 9 for primary and secondary schools, and 1 to 5 for special schools), their NCS students can benefit from the immersed Chinese language environment of the school. From the 2014/15 school year, these schools 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 the Chinese Language classes. In the 2015/16, 2016/17 and 2017/18 school years, the number of primary and secondary schools concerned is 83, 179 and 202 (provisional) respectively, and the number of special schools concerned is 9, 14 and 15 (provisional) respectively.

From the 2015/16 to 2017/18 school years, the number of primary, secondary and special schools that deployed the aforementioned funding for appointment of additional teachers, appointment of teaching assistants and appointment of ethnic minority (EM) assistants is tabulated at Annex B. Information on ethnic minority teachers is not available as schools are not required to indicate the ethnicity of additional teachers. Besides, since schools have adopted a holistic approach in resource planning and deployment of staff, including appointing additional staff by means of other resources, to support NCS students' effective learning of the Chinese language, we do not have the relevant information.

With regard to KGs, in the 2015/16 and 2016/17 school years, KGs under the Pre-primary Education Voucher Scheme (PEVS) may, in light of school-based needs, flexibly deploy resources (including subsidies under the PEVS, school fee income, etc.) to employ additional teachers and/or teaching assistants and arrange for teachers to receive relevant training and co-ordinate school-based support measures. Data in this regard has not been collected. The new KG education scheme (Scheme) was launched in the 2017/18 school year. Under the Scheme, support for NCS students has been strengthened. All KGs, regardless of the number of NCS students admitted, may apply for related teacher training and school-based professional support services. KGs admitting 8 or more NCS students are eligible for an additional grant to support NCS students. The grant is open to application throughout the school year. As at February 2018, 146 KGs have been approved to receive the grant. According to the school plans submitted by these KGs, they have assigned a teacher to co-ordinate support measures for NCS students. Also, 144 of these KGs have planned to employ additional teachers and/or teaching assistants (among them, 38 KGs planned to engage ethnic minority teaching assistants.) We have not gathered information about the employment of ethnic minority teachers.

On professional training, to enhance Chinese Language teachers' professional capability in teaching Chinese to NCS students, a total of 120 seminars and workshops have been organised since June 2014 to enable all primary, secondary and special schools admitting NCS students to have the professional development opportunities for their teachers to understand the "Learning Framework" and/or the "Chinese Language Curriculum Second Language Adapted Learning Framework (for NCS Students with Intellectual Disabilities)", as well as to use the assessment tools and curriculum planning tools effectively. In the 2015/16 and 2016/17 school years, teachers from an average of around 300 primary, secondary and special schools participated in the seminars and workshops per school year. In the 2017/18 school year (as at February 2018), teachers from nearly 200 primary, secondary and special schools participated in the seminars and workshops. In tandem, starting from the 2014/15 school year, EDB has launched the "Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)" funded under the Language Fund 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, teachers from 60 schools have completed / will complete the recognised programmes under the Scheme. Besides, since 2014, Chinese Language teachers teaching NCS students from 45 primary, secondary and special schools have enrolled on the 5-week

programme “Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students”.

In respect of training for KG teachers, the Education University of Hong Kong offered a new programme in the 207/18 school year, namely Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children, while it continues to offer the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children Programme funded by the University Grants Committee. We also commissioned a tertiary institution to offer KG teachers a basic training programme on support to NCS students’ learning of Chinese. We have set specific targets for teachers’ training. For KGs joining the Scheme and receiving the grant for supporting NCS students, at least 1 teacher should have completed EDB’s basic training programme by the end of the 2018/19 school year; and all KGs participating in the Scheme and admitting NCS students (regardless of the number) should meet this requirement by the end of the 2020/21 school year. We estimate that among the afore-mentioned KGs that receive the additional grant for supporting NCS students, around 100 KGs will have at least one teacher completed the training programme by the end of the 2017/18 school year. To facilitate KGs in arranging teachers to attend the specified training on supporting NCS students, a supply teacher grant will be provided starting from the 2018/19 school year.

- 3) The Government attaches great importance to efforts to support the ethnic minorities (EMs), and will set up an inter-departmental steering committee, to be chaired by the Chief Secretary for Administration, to co-ordinate, review and monitor work in this area and to enhance internal collaboration. The Government has also earmarked \$500 million to strengthen support for EMs.

The Government’s initial plan is for the Constitutional and Mainland Affairs Bureau to provide secretariat support to the steering committee. We will consider deploying additional staff based on actual needs. The steering committee will give due consideration to the specific usage and modus operandi of the earmarked sum of \$500 million, including exploring new model of support, as well as making the best use of community wisdom and network to strengthen support for EMs. We will also listen to the views of different sectors and groups on the matter.

Number of kindergartens (KGs), public sector and Direct Subsidy Scheme (DSS) primary and secondary schools, and special schools with non-Chinese speaking (NCS) students from the 2015/16 to 2017/18 school years

School year	Number of KGs with NCS students						
	0	1 to 7 students	8 to 25 students	26 to 50 students	51 to 75 students	76 to 90 students	91 or above students
2015/16	440	322	127	45	24	7	35
2016/17	435	314	149	48	26	7	35
2017/18	447	295	176	49	21	6	36

School year	School Level	Number of primary and secondary schools with NCS students						
		0	1 to 9 students	10 to 25 students	26 to 50 students	51 to 75 students	76 to 90 students	91 or above students
2015/16	Primary	146	217	57	21	6	2	26
	Secondary	175	193	41	12	8	0	25
2016/17	Primary	150	207	61	21	7	4	25
	Secondary	180	175	48	18	7	1	25
2017/18	Primary	150	203	63	22	8	2	27
	Secondary	162	184	56	16	7	3	25

School year	Number of special schools with NCS students					
	0	1 to 5 students	6 to 9 students	10 to 25 students	26 to 50 students	51 or above students
2015/16	10	23	9	17	0	0
2016/17	9	26	7	17	0	0
2017/18	9	26	7	17	1	0

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 on KGs include students studying in kindergarten-cum-child care centres, and cover both local and non-local KGs.
4. Figures on primary and secondary schools cover NCS students in public sector and DSS schools, including 1 DSS secondary school offering the non-local curriculum.
5. Hospital school is not included in special schools due to the transitional nature of the education service provided.

**Number of kindergartens (KGs), public sector and Direct Subsidy Scheme (DSS)
primary and secondary schools, and special schools with non-Chinese speaking (NCS)
students from the 2015/16 to 2017/18 school years
(by the percentage of NCS students among all students of individual schools)**

Percentage of NCS students among all students of individual schools	2015/16			
	KGs	Primary schools	Secondary schools	Special schools
0%	440	146	175	10
>0% - 20%	425	297	254	47
>20% - 40%	35	11	10	1
>40% - 60%	24	7	6	1
>60% - 80%	28	5	5	0
>80%	48	9	4	0
Percentage of NCS students among all students of individual schools	2016/17			
	KGs	Primary schools	Secondary schools	Special schools
0%	435	150	180	9
>0% - 20%	438	292	248	48
>20% - 40%	34	15	10	1
>40% - 60%	31	5	6	1
>60% - 80%	30	4	6	0
>80%	46	9	4	0
Percentage of NCS students among all students of individual schools	2017/18			
	KGs	Primary schools	Secondary schools	Special schools
0%	447	150	162	9
>0% - 20%	436	293	265	49
>20% - 40%	44	16	8	1
>40% - 60%	26	3	8	1
>60% - 80%	34	4	6	0
>80%	43	9	4	0

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 on KGs include students studying in kindergarten-cum-child care centres, and cover both local and non-local KGs.
4. Figures on primary and secondary schools cover NCS students in public sector and DSS schools, including 1 DSS secondary school offering the non-local curriculum.
5. Hospital school is not included in special schools due to the transitional nature of the education service provided.

**Usage of funding by primary, secondary and special schools with additional funding
from the 2015/16 to 2017/18 school years**

Use of Funding	2015/16 school year			2016/17 school year			2017/18 school year		
	No. of primary schools	No. of secondary schools	No. of special schools	No. of primary schools	No. of secondary schools	No. of special schools	No. of primary schools	No. of secondary schools	No. of special schools
Appointment of additional teachers	114	96	25	136	109	19	141	119	22
Appointment of additional teaching assistants	90	74	20	110	93	18	130	119	21
Appointment of ethnic minority assistants	24	21	4	23	23	5	21	22	4

Notes:

1. Schools may use funding for more than one category.
2. Figures cover public sector and Direct Subsidy Scheme primary and secondary schools offering the local curriculum, as well as special schools.
3. Figures for the 2017/18 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB202

(Question Serial No. 3098)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

To facilitate non-Chinese speaking (NCS) students in bridging over to mainstream Chinese Language classes, the Education Bureau has, starting from the 2014/15 school year, implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”). The policy has been implemented for over 3 years. In this connection, would the Bureau please advise of the following:

(1) How will the Bureau develop effectiveness indicators and assessment methods for the Learning Framework? During the development process, will the Bureau seek and heed the views of ethnic minority (EM) parents, providers of EM services and Chinese Language teachers? If yes, what are the details? If no, what are the reasons?

(2) To date, how many NCS students have been able to bridge over to mainstream Chinese Language classes? By estimation, how long would it take, in terms of years, for the majority of NCS students born and bred in Hong Kong to bridge over to mainstream Chinese Language classes?

(3) Will the Bureau compile and publish a full set of curriculum and teaching materials (for all levels from Primary 1 to Secondary 6) under the Learning Framework? If yes, what are the details? If no, what are the reasons?

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 61)

Reply:

(1) The Education Bureau (EDB) has consulted Chinese Language teachers and language experts when formulating the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”). The EDB will continue to listen to the views of stakeholders (including teachers, students and ethnic minority communities) on the effectiveness of the “Language Framework” and supporting materials through various channels, such as focus groups discussions and interviews, and public hearings. The views

collected will serve as significant reference for working out effectiveness indicators and assessment methods. The EDB will be reviewing the “Learning Framework” on an ongoing basis and seek timely refinements after gathering views from various parties and learning and teaching experiences from different schools.

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, and Secondary 1-3) has been completed. Besides, the 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 non-Chinese speaking (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.

(2) To facilitate schools’ implementation of the “Learning Framework” and creation of an inclusive learning environment, the 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. It takes time for these support measures to take root and sustain. The Panel on Education of the Legislative Council was briefed on the overall deployment of additional funding by schools on 26 June 2017. These schools are required to, based on the results assessed using the “Chinese Language Assessment Tools for non-Chinese speaking students” (“Assessment Tools”) in conjunction with the “Learning Framework”, adjust the learning targets and teaching strategies with reference to the learning progress so described in the “Learning Framework”, as well as the learning performance and progress of their NCS students, adopt diversified intensive learning and teaching modes as appropriate to help NCS students learn Chinese effectively, with a view to helping them bridge over to mainstream Chinese Language classes as early as possible. The “Assessment Tools” helps schools assess, with reference to the expected learning outcomes across different levels, the learning performance of their NCS students on an ongoing basis. Whether NCS students could bridge over to mainstream Chinese Language classes and learn with their Chinese-speaking classmates at the same grade level is determined by relevant teachers’ assessment. The EDB has also commissioned the University of Hong Kong to conduct analysis on NCS students’ overall learning performance in Chinese by making reference to the results based on the “Assessment Tools”. The findings, in brief, suggest that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course.

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 monitor NCS students’ learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. The EDB will not only focus on the number of NCS students who have bridged over or are

expected to bridge over to mainstream Chinese Language classes when evaluating the effectiveness of the support measures concerned. We have, based on the research framework drawn up in light of advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students and will refine them in a timely manner, so that NCS students (specifically those who have started learning the Chinese language at kindergarten level) would improve their Chinese proficiency progressively and bridge over to mainstream Chinese Language classes as early as possible.

(3) In view of the diversified linguistic backgrounds and years of learning Chinese among NCS students, distinct differences exist in the starting points of learning Chinese and their learning progress. If standardised teaching materials with uniform learning targets were to be introduced for all NCS students in Hong Kong, they will not only fail to address the realistic learning circumstances of NCS students, but also be in-effective in catering for their learning diversity.

The “Learning Framework” implemented in primary and secondary schools, which is developed from the perspective of second language learners, covers the listening, speaking, reading and writing domains, and sets out clearly the expected learning outcomes of NCS students at different learning stages. With reference to the “Learning Framework”, teachers can set specific learning targets, learning progress and expected learning outcomes, as well as adapt and develop teaching materials for their NCS students with different starting points and varying abilities.

The EDB has been providing schools with diversified learning and teaching resources. These include the “Chinese as a Second Language Learning Packages”, which cover the curricula at the primary and secondary levels, and have been distributed to schools and uploaded onto the EDB webpage. In light of the experiences gathered from supporting schools in implementation of the “Learning Framework” since the 2014/15 school year and relevant research findings, the EDB has worked with tertiary institutions and developed teaching materials appropriate to the needs of NCS students, including a series of teaching materials for lower primary levels and eight sets of teaching materials pegged at Levels 2 and 3 of the “Learning Framework”. These materials have been uploaded onto the EDB webpage and distributed to schools by phases. Schools may adopt these materials as textbooks for teaching Chinese Language or use them upon adaptation to complement their school-based curriculum, so as to cater for the needs of different NCS students. The EDB will collect feedback from teachers and refine these materials from time to time. Separately, the EDB will maintain liaison with tertiary institutions and language experts and explore whether teaching materials for other Levels can be developed.

- End -

CONTROLLING OFFICER'S REPLY**EDB203****(Question Serial No. 3104)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the admission of non-Chinese speaking (NCS) students under Free Quality Kindergartens Education Scheme and additional funding for supporting NCS students, will the government inform the council:

- (a) The number of kindergartens under the Free Quality Kindergartens Education Scheme or the previous Pre-primary Education Voucher Scheme admitting specific number of NCS students from 2015/16 to 2017/18 school years disaggregated by district in the following tabular format:

2015/16 school year

	Number of kindergartens with specific number of NCS students							Total number of NCS students in the district
District	0	1-3	4-7	8-15	16-25	26-50	51 or above	

2016/17 school year

	Number of kindergartens with specific number of NCS students							Total number of NCS students in the district
District	0	1-3	4-7	8-15	16-25	26-50	51 or above	

2017/18 school year

	Number of kindergartens with specific number							Total number
--	--	--	--	--	--	--	--	--------------

	of NCS students							of NCS students in the district
District	0	1-3	4-7	8-15	16-25	26-50	51 or above	

- (b) The number of kindergartens under the Free Quality Kindergartens Education Scheme or the previous Pre-primary Education Voucher Scheme admitting specific percentage of NCS students of the total student population from 2015/16 to 2017/18 school years disaggregated by district in the following tabular format:

2015/16 school year

	Number of kindergartens with specific percentage of NCS students							Percentage of NCS students in the district
District	0%	1%-3%	4%-7%	8%-15%	16%-25%	26%-50%	> 50%	

2016/17 school year

	Number of kindergartens with specific percentage of NCS students							Percentage of NCS students in the district
District	0%	1%-3%	4%-7%	8%-15%	16%-25%	26%-50%	> 50%	

2017/18 school year

	Number of kindergartens with specific percentage of NCS students							Percentage of NCS students in the district
District	0%	1%-3%	4%-7%	8%-15%	16%-25%	26%-50%	> 50%	

- (c) The number of kindergartens under the Free Quality Kindergartens Education Scheme that received admission application(s) or conducted interview(s) for NCS children or admitted NCS student(s) in 2017/18 school year disaggregated by district:

District	Total number of kindergartens	Number of kindergarten(s) that received admission application(s) for NCS	Number of kindergarten(s) that conducted interview(s) for NCS children	Number of kindergarten(s) that admitted NCS students

		children		

- (d) The number of kindergartens (KGs) under the Free Quality Kindergartens Education Scheme provided with the additional funding for supporting NCS students and the expenditure in 2017/18 school year:

Number of NCS students	Expenditure (\$)	Number of KGs that applied for the additional funding	Number of KGs that received the additional funding	Percentage of KGs that received the additional funding out of all KGs admitting NCS students (%)
8-15				
16-25				
26-50				
51 or above				

- (e) The number of kindergartens (KGs) under the Free Quality Kindergartens Education Scheme provided with the additional funding for supporting NCS students in 2017/18 school year disaggregated by district:

District	Number of KGs	Number of KGs admitting NCS students	Percentage of KGs admitting NCS students among all KGs (%)	Number of KGs that received additional funding	Percentage of schools that received additional funding among all KGs admitting 8 or more NCS students (%)

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 146)

Reply:

(a) and (b)

The number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) in the 2015/16 and 2016/17 school years and the number of KGs under the new KG education scheme (Scheme) in the 2017/18 school year, with the number of non-Chinese speaking (NCS) students ranging from “0”, “1 to 7”, “8 to 25”, “26 to 50” and “51 or above”, are tabulated at Appendix 1; the percentage share of NCS students out of the total number of students in the KGs is tabulated at Appendix 2. As only one to two KGs have admitted a certain number/percentage of NCS students in some districts, providing the number of KGs with a breakdown by the above-mentioned number/percentage of NCS students and by district may cause unnecessary misconception and possible labelling on

schools in individual districts. We have been adopting a cautious approach and adhering to the established practice of not disclosing information about the admission of NCS students by KGs in different districts by number/percentage of NCS students. 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.

(c)

We have, through circulars, admission guidelines and briefing sessions, reminded KGs that their school-based admission policy should be fair, just and open, and that both NCS and local students should have equal opportunities for admission to KGs. As student admission is a school-based matter, KGs are not required to provide the Education Bureau (EDB) with information on the number of admission applications received, applicants' backgrounds (such as the spoken language at home), the number of applicants interviewed, the number of students admitted each year and their backgrounds, etc. Hence, we are unable to provide the required information. We have specified in the terms for joining the Scheme that KGs under the Scheme should comply with the guidelines and/or standing administrative directives on admission arrangements as specified by the EDB from time to time. We monitor KGs' compliance with the guidelines and/or directives through annual survey on admission of nursery classes, school visits and examination of relevant information. For the 2017/18 school year, the number of KGs joining the Scheme and the number of those KGs with NCS students, by District Council district, are tabulated at Appendix 3.

(d)

For the 2017/18 school year, the number of KGs joining the Scheme and applying for the additional grant for supporting NCS students, and the number of KGs receiving the grant and their percentage share, by number of NCS students, are tabulated at Appendix 4.

(e)

For the 2017/18 school year, the number of KGs joining the Scheme and receiving the additional grant for supporting NCS students and their percentage share, by District Council district, are tabulated at Appendix 5.

**Number of KGs under the PEVS in the 2015/16 and 2016/17 school years and
number of KGs under the Scheme in the 2017/18 school year
(by number of NCS students
ranging from “0”, “1 to 7”, “8 to 25”, “26 to 50” and “51 or above”)**

School year	Number of NCS students admitted					Total number of of NCS students
	0	1-7	8-25	26-50	51 or above	
	Number of KGs					
2015/16	356	262	73	16	25	4 918
2016/17	351	261	88	18	27	5 165
2017/18	357	232	115	22	22	5 274

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. The total number of NCS students is calculated on the basis of KGs joining the PEVS/the Scheme.

**Number of KGs under the PEVS in the 2015/16 and 2016/17 school years and
number of KGs under the Scheme in the 2017/18 school year
(by percentage of NCS students out of the total number of students in a KG)**

School year	Percentage of NCS students in a KG							Percentage of NCS students
	0%	>0% - 10%	>10% - 20%	>20% - 30%	>30% - 40%	>40% - 50%	>50%	
	Number ofKGs							
2015/16	356	316	24	11	5	5	15	3.5%
2016/17	351	328	25	13	6	8	14	3.7%
2017/18	357	311	37	11	12	3	17	3.8%

Notes:

- Figures refer to the position as at September of the respective school years.
- Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
- Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
- The percentage of NCS students is calculated on the basis of KGs joining the PEVS/the Scheme.

**Number of KGs joining the Scheme with NCS students
in the 2017/18 school year**

District	Number of KGs joining the Scheme	Number of KGs joining the Scheme with NCS students
Central & Western	24	17
Wan Chai	14	12
Eastern	56	36
Southern	18	11
Yau Tsim Mong	27	13
Sham Shui Po	42	24
Kowloon City	44	19
Wong Tai Sin	45	23
Kwun Tong	70	29
Sai Kung	41	24
Sha Tin	58	25
Tai Po	24	9
North	43	12
Yuen Long	70	36
Tuen Mun	59	28
Tsuen Wan	33	17
Kwai Tsing	57	36
Islands	23	20

Notes:

1. Figures refer to the position as at September of the school year.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

**Number of KGs joining the Scheme
and receiving the additional grant for supporting NCS students
in the 2017/18 school year
(by number of NCS students)**

Number of NCS students	Total expenditure (\$ million)	Number of KGs applying for the additional grant	Number of KGs receiving the additional grant	Percentage of KGs receiving the additional grant
8-25	37	102	102	88.7%
26-50	7	20	20	90.9%
51 or above	8	22	22	100%

Notes:

1. Figures refer to the position as at September of the school year. Since the grant for support to NCS students is open to applications throughout the school year, the number of KGs in receipt of the grant and the expenditure involved may vary during a school year.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

**Number of KGs joining the Scheme
and receiving the additional grant for supporting NCS students
in the 2017/18 school year
(by District Council district)**

District	Number of KGs joining the Scheme	Number of KGs joining the Scheme with NCS students	Percentage of KGs with NCS students among KGs joining the Scheme	Number of KGs receiving the additional grant for supporting NCS students	Percentage of KGs receiving the additional grant among KGs admitting 8 or more NCS students
Central & Western	24	17	70.8%	5	62.5%
Wan Chai	14	12	85.7%	8	80.0%
Eastern	56	36	64.3%	13	100%
Southern	18	11	61.1%	3	100%
Yau Tsim Mong	27	13	48.1%	7	100%
Sham Shui Po	42	24	57.1%	12	85.7%
Kowloon City	44	19	43.2%	7	77.8%
Wong Tai Sin	45	23	51.1%	6	100%
Kwun Tong	70	29	41.4%	5	100%
Sai Kung	41	24	58.5%	7	77.8%
Sha Tin	58	25	43.1%	3	100%
Tai Po	24	9	37.5%	0	0%
North	43	12	27.9%	0	0%
Yuen Long	70	36	51.4%	20	100%
Tuen Mun	59	28	47.5%	12	85.7%
Tsuen Wan	33	17	51.5%	5	83.3 %
Kwai Tsing	57	36	63.2%	17	100%
Islands	23	20	87.0%	14	100%

Notes:

- Figures refer to the position as at September of the school year. Since the grant for support to NCS students is open to applications throughout the school year, the number of KGs in receipt of the grant may vary during a school year.
- Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
- Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
- The number of KGs with NCS students includes all KGs joining the Scheme with NCS students.

- End -

CONTROLLING OFFICER'S REPLY

EDB204

(Question Serial No. 3105)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list out and provide information on the programmes and courses which provide training related to the teaching and learning of non-Chinese speaking (NCS) students for the past 4 years (from Early Childhood Education diploma to graduate programmes). For each institution/organisation, provide the following information:

- a) Name of programme/course
- b) Commencement year of programme/course
- c) Total amount of funding provided by the government for the programme/course
- d) Type/level of programme/course
- e) Mode of teaching (full-time/ part-time)
- f) Target group (pre-service and/or in-service teachers)
- g) Target level of education (non-specific, pre-primary, primary, secondary, others)
- h) Frequency (e.g. annually, quarterly, etc.)
- i) Duration of programme/course
- j) Mode of programme/course fee (e.g. funding, re-imbursement at completion etc.)
- k) Programme/course fee
- l) Amount of fee subsidy by the government

- m) Admission quota for each batch
- n) Accumulative number of applicants as of March 2018
- o) Accumulative number of enrolled students as of March 2018
- p) Accumulative number of graduates as of March 2018

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 147)

Reply:

Teacher education universities in Hong Kong enjoy institutional autonomy in the planning and curriculum development of their programmes. Therefore, the Government and the University Grants Committee (UGC) do not require teacher education universities to provide information on their programmes in respect of specific theme (e.g. supporting non-Chinese speaking (NCS) students).

To our knowledge, teacher education universities now offer training programmes related to the teaching of Chinese to NCS students. For example, the Education University of Hong Kong (EdUHK) offers Teaching Chinese as an International Language as a minor under their Bachelor of Education (Honours) (Chinese Language) and also offers a UGC-funded Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students. From the 2016/17 academic year onwards, EdUHK has been offering the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children, a UGC-funded part-time top-up programme, and started offering the part-time Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children in the 2017/18 academic year. Given the diversified modes of the programmes concerned (including having the expenditure subsumed under the overall subventions to the UGC, operating as self-financing programmes, etc.), we do not have detailed information on these programmes.

As for training for in-service teachers, the Education Bureau commissioned tertiary institutions and other organisations to organise thematic training activities related to the teaching of Chinese to NCS students for serving teachers from kindergartens, primary schools and secondary schools to join according to their needs. Amongst these activities, we commissioned a tertiary institution to offer kindergarten teachers a basic training programme on supporting NCS children in learning Chinese from the 2017/18 academic year onwards. The estimated expenditure on this programme is \$1.4 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB205****(Question Serial No. 3106)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau has set up a School-based Support (Kindergarten) Section to design and deliver professional support for kindergarten. Please provide information on the projects to support non-Chinese speaking (NCS) students that the Section conducted from 2015/16 to 2017/18 school year.

2015/16 school year

Name of NCS Project	No. of schools joined/covered in the project	No. of beneficiaries (NCS students)	Total project expenditure (\$)	Project description	List of publications (if applicable)	Whether or not the publications are public; if yes, how; if not, why

2016/17 school year

Name of NCS Project	No. of schools joined/covered in the project	No. of beneficiaries (NCS students)	Total project expenditure (\$)	Project description	List of publications (if applicable)	Whether or not the publications are public; if yes, how; if not, why

2017/18 school year

Name of NCS Project	No. of schools joined/ covered in the project	No. of beneficiaries (NCS students)	Total project expenditure (\$)	Project description	List of publications (if applicable)	Whether or not the publications are public; if yes, how; if not, why

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 148)

Reply:

The School-based Support (Kindergarten) Section under the Education Bureau (EDB) provides support for kindergartens (KGs) admitting non-Chinese speaking (NCS) students through the school-based support services programme every year. Details about the support services programme in the past 3 years (2015/16, 2016/17 and 2017/18 school years) are as follows:

Name of programme	Number of schools joining/ covered in the programme	Number of beneficiaries (NCS students)	Total expenditure of the programme (\$)	Programme description	List of publications (if applicable)	Whether or not the publications are made public; if yes, how; if no, why
School-based support services	In the past 3 school years, the number of KGs joining the related support services were 55, 58 and 66 respectively.	Not applicable (target service users are schools)	The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and therefore a breakdown of expenditure by item is not available.	Through on-site professional support services, enhancing teachers' professional knowledge about taking care of NCS students, helping KGs create an inclusive and harmonious learning environment, and enabling NCS students to learn language in an authentic language context. Through the building of the school networks, promoting professional exchanges	A book titled 《少數族裔兒童之從「會學」到「學會」》 has been compiled, that contains the experience and knowledge gathered.	Available on the EDB website for KGs' reference.

				among KGs, enhancing the effectiveness of learning and teaching, and facilitating a smooth transition to primary schooling for NCS students.		
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CONTROLLING OFFICER'S REPLY**EDB206****(Question Serial No. 3107)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Under the Quality Review Mechanism of kindergartens, a review team will assess whether the KG has met the prescribed standards according to the Performance Indicators (Pre-primary Institutions). Please provide the details of the quality review details:

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of KGs visited by the review team					
Number of KGs visited by the review team with NCS students					
Average number of staff in the review team per visit					
Number of QR reports that mentioned the progress and performance of NCS students					
Expenditure spent on quality reviews					

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 149)Reply:

The new kindergarten (KG) education scheme (Scheme) was launched in the 2017/18 school year, and prior to this, the Pre-primary Education Voucher Scheme was implemented. All KGs participating in these two schemes are subject to the Quality Assurance (QA) Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the Education Bureau (EDB). Both SSE and QR are conducted on the basis of performance indicators (PIs). To further strengthen the QA Framework under the scheme, we have completed the refinement of the PIs. On the other hand, we also involve external

independent members in the QR team as external observers. We are planning to pilot the inclusion of serving KG principals as external observers to further enhance transparency.

From the 2013/14 to 2016/17 school years, we conducted QR for 108, 114, 123 and 128 KGs respectively. In the 2017/18 school year, we have planned to conduct QR for 135 KGs. As at end-February 2018, we have conducted QR for 76 KGs. Each review team consists of 2 to 3 inspectors, depending on the scale of the KG concerned. Review teams make professional judgement on the overall school performance. Regarding the support for non-Chinese speaking students, holistic judgement is made under catering for students with diverse needs. Hence, a breakdown of relevant figures is not available. As regard the expenditure on QR, since the 2013/14 school year, external observers as afore-mentioned have been recruited to join some QR visits and we have progressively increase the number of QR visits with their participation. These external independent members for QR are provided with honoraria, and the relevant expenditure involved from the 2013/14 to 2017/18 school years is \$40,000, \$70,000, \$100,000, \$160,000 and \$200,000 (note) respectively. All other assessment-related tasks involved in QR are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB, and therefore a breakdown of expenditure is not available.

Note: The figure for the 2017/18 school year is the estimated expenditure.

- End -

CONTROLLING OFFICER'S REPLY**EDB207****(Question Serial No. 3108)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please list out the number of support programmes (including development of curriculum, and teaching and learning materials, after-school support etc.) implemented or funded by the government for kindergartens (KGs) admitting NCS students from 2015/16 to 2017/18 school year.

2015/16 school year

Institution/ organisation in-charge	Name of project	List of partner institutions/ organisations	Source of funding (government department)	Budget (\$)	Duration	Start date	Project description	No. of KGs benefited	No. of NCS students benefited

2016/17 school year

Institution/ organisation in-charge	Name of project	List of partner institutions/ organisations	Source of funding (government department)	Budget (\$)	Duration	Start date	Project description	No. of KGs benefited	No. of NCS students benefited

2017/18 school year

Institution/ organisation in-charge	Name of project	List of partner institutions/ organisations	Source of funding (government department)	Budget (\$)	Duration	Start date	Project description	No. of KGs benefited	No. of NCS students benefited

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 150)

Reply:

In the past 3 years (2015/16, 2016/17 and 2017/18 school years), the Hong Kong Christian Service and the HKSKH Lady MacLehose Centre organised, through funding support of the Education Bureau's Language Fund, 24-month district-based programmes for non-Chinese speaking (NCS) children aged 3 to 9 in the territory, motivating them to learn Chinese through fun activities such as games and creative art. The expenditure involved in the 2015/16 and 2016/17 school years was \$2.4 million and \$1.2 million respectively, and the estimated expenditure for the 2017/18 school year is \$3.5 million. About 400 NCS children benefit from the programmes per year. In addition, the University of Hong Kong implemented two projects (1 lasted for 2 years and 1 lasted for 1 year and 7 months) under the University-School Support Programmes financed by the Education Development Fund to provide kindergartens and primary schools with school-based professional support to enhance teachers' capabilities in teaching Chinese to NCS children. In the 3 years mentioned above, the number of kindergartens receiving such support is 14, 11 and 20 respectively. As the projects support both kindergartens and primary schools at the same time, a breakdown of expenditure for kindergartens is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB208

(Question Serial No. 3320)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government will enhance the current provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector ordinary primary schools starting from the 2018/19 school year. The Financial Secretary also stated that the Government would encourage schools to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”.

1) What is the timetable for all public sector ordinary primary schools achieving the target of “one school social worker for each school”?

2) It is stated in the prevailing Guide on Comprehensive Student Guidance Service (CSGS) that “the Student Guidance Service forms an integral part of education. It aims to help students achieve whole-person development and life-long learning. Moreover, support will be given to students to help them develop their self-learning attitude, critical thinking skills, self-exploration, creativity and adaptability so as to meet with life challenges. The scope of services covers policy and organisation, personal growth education, supportive service, and responsive service.” Upon the implementation of the policy of “one school social worker for each school”, will there be any changes to the positioning, aims and scope of the Student Guidance Service? If yes, what will be the changes?

3) The prevailing Guide on CSGS stipulates that schools should appoint the following professionals as the supernumerary student guidance personnel: registered teachers with qualifications and experiences in guidance; registered social workers; or professionals in guidance with equivalent qualifications and experiences. Upon the implementation of the policy of “one school social worker for each school”, will there be any changes to the said requirement?

4) Under school-based management, schools need not report to the Education Bureau (EDB) the details of Student Guidance Personnel employed through the Student Guidance

Service Grant (SGS Grant). Upon the implementation of the policy of “one school social worker for each school”, will there be any changes to the said requirement?

5) Will the existing mode of funding and service tendering system of the CSGS be continued upon the implementation of the new policy? If yes, how will the Bureau address the inadequacies of the existing funding system (for example, the continuity of service and independence of the profession being affected)?

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 71)

Reply:

1) to 5)

Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up SGS Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. The EDB has not set a deadline to request these schools to convert to the New Funding Mode. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

The new measures are implemented, on the basis of CSGS, to provide more resources for schools so that at least one school-based registered graduate school social worker with professional qualifications will be available in each public sector school to further enhance the overall guidance service in terms of quality and stability. Schools will continue to adopt CSGS. Schools will, in light of the positioning, aims and scope of the existing student guidance services for primary schools, strengthen the social work and guidance services in schools with new resources.

Under school-based management, schools are entrusted with the responsibility and thus are held accountable for effective use of guidance-related grants for its intended purposes. Schools can flexibly deploy the grants to employ student guidance personnel on top of their regular establishment or procure services from organisations and need not provide the EDB with details of their use of grants. However, the student guidance personnel are required to be registered social workers, registered teachers with qualifications and experiences in

guidance and/or teaching or other professionals with equivalent qualifications and experiences. There is no change to this requirement following the implementation of “one school social worker for each school” policy, except that there should be at least 1 registered graduate social worker among guidance personnel. To ensure the proper utilisation of Government resources by schools, the EDB examines the annual audited financial statements submitted by schools every year. School visits are also conducted to keep in view the implementation of CSGS and the use of resources in schools. Under the new funding arrangements, we will gather detailed information about the social workers employed by schools.

Under the principles of openness and fairness, schools should have competitive quotation/tender exercises at regular intervals for service procurement. Under normal circumstances, the contract period for any service provider should not exceed 3 years. Nevertheless, to ensure the stability of social work services, schools may consider drawing up contracts with a longer contract period, such as 5 years, under special circumstances with full justification. The EDB will inform schools the points to note on drawing up contracts with a longer contract period. Meanwhile, having regard to their circumstances and needs, schools may opt to create a graduate social worker post to employ a registered graduate school social worker. We consider that the above arrangements should enable schools to maintain the stability of social work services.

- End -

CONTROLLING OFFICER'S REPLY

EDB209

(Question Serial No. 1097)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the funds and scholarships offered by the Education Bureau and the departments under its purview, would the Government advise this Committee of the following:

- (1) in the form of a table, the year of establishment, initial expected rate of return, number of injections with year and amount, as well as the assessment/supervision mechanism of the funds and scholarships;
- (2) in the form of a table, the respective balance, actual rate of return, income and expenditure, and number of beneficiaries of the funds and scholarships in each of the past 5 years; and
- (3) whether there are plans to conduct a comprehensive review of the operation and effectiveness of the funds and scholarships?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. (LegCo use): 16)

Reply:

(1) and (2)

Details of the scholarship schemes and funds set up with public money under the purview of the Education Bureau (EDB) are set out in the attached tables.

(3)

The EDB reviews the implementation of the funds and scholarship schemes in a timely manner to ensure that they accomplish their objectives and achieve optimal effectiveness. For example, the Hong Kong Scholarship for Excellence Scheme will be regularised after the trial run in the first 4 cohorts to support up to 100 local outstanding students per year to pursue studies in world renowned universities outside Hong Kong. For 2018-19, we recommend that \$800 million be injected into the HKSAR Government Scholarship Fund to increase the number of scholarships from the 2019/20 academic year, encouraging students to strive for excellence in academic and non-academic areas; invite the Quality Education

Fund Steering Committee to consider allocating \$3 billion for application by primary and secondary schools, kindergartens and special schools, through simplified procedures, for launching school-based curriculum development and student support measures, as well as the relevant school improvement works and procurement of supplies; propose an injection of \$800 million into the Gifted Education Fund to enhance the development of gifted students; and earmark \$2.5 billion to set up a Student Activities Support Fund to provide support for students with financial needs to participate in life-wide learning activities for whole-person development.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Language Fund	1994 Injected with \$300 million, \$200 million, \$400 million, \$500 million, \$1.1 billion, \$500 million and \$5 billion in 1994, 2001, 2003, 2005, 2006, 2010 and 2014 respectively.	To provide financial support for projects and activities which aim at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	To be assessed/monitored by the Standing Committee on Language Education and Research. Comprising renowned language/language education academics, experienced principals and teachers, private sector personalities and parents, the Committee continuously monitors and reviews in a timely manner the funding initiatives of the Language Fund to ensure its overall effectiveness.	2013/14 ¹	5,932.4	5,092.8	19.0	120 285 ²	From its establishment in 1994 to 2010, the Language Fund was not injected with seed capital, and an expected rate of return was not available. In 2014, the Fund was injected with \$5 billion as seed capital, and the expected rate of return was 5%.	Not Applicable/ 1.3% ³
				2014/15	6,135.2	259.8	57.0	178 836 ²		3.6%/ 1.4% ³
				2015/16	6,280.1	222.2	77.3	191 924 ²		5.5%/ 1.1% ³
				2016/17	6,371.6	173.5	82.0	196 784 ²		3.3%/ 1.3% ³
				2017/18	6,495.1 ⁴	238.6 ⁴	115.1 ⁴	229 864 ²		2.8%/ 1.4% ³

¹ Including an injection of \$5 billion in March 2014.

² Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of beneficiaries covers both the school sector (such as students, teachers and parents) and the non-school sector (such as working adults).

³ The Language Fund's actual rate of return comprises 2 parts, i.e. deposit rate of the Exchange Fund, and fixed deposit rate. The first part refers to the annual deposit rate on the placement with the Exchange Fund in the calendar years of 2014 to 2017, and the second part is the fixed deposit rate on the placement with a bank, which is calculated on the basis of a school year.

⁴ Estimates for 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Quality Education Fund (QEF)	1998 Injected with \$5 billion in 1998.	To finance projects for the promotion of quality school education in Hong Kong.	A Steering Committee has been set up under the QEF to advise on the policies and procedures governing the operation of the QEF. The Steering Committee is chaired by a non-government official and supported by members from the education, business and professional sectors. The Assessment and Monitoring Sub-committee under the Steering Committee is responsible for assessing applications and monitoring funded projects.	2013/14	8,259	926	122	419 894 ⁵	Investment seeks to cover the QEF's expenses with its earned income. In making investment, the needs of QEF as well as market performance are considered, and reviews are conducted regularly and as necessary.	12.2%
				2014/15	8,087	(32)	140	229 443 ⁵		(0.7%)
				2015/16	8,403	456	140	322 064 ⁵		5.4%
				2016/17	9,173	891	121	442 997 ⁵		10.3%
				2017/18	9,128 ⁶	175 ⁶	220 ⁶	21 095 ^{5,7}		Not available

⁵ Beneficiaries may include teachers, students and parents.

⁶ Estimates for 2017/18. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

⁷ Provisional figures as at 31 January 2018.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Education Development Fund (EDF)	2004 Injected with \$550 million in 2004 and 2012 respectively.	To provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives.	The Advisory Committee on the EDF which comprises representatives of school councils, frontline teachers, principals, academics and community members offers advice on the operation of the EDF and the implementation of the SBPS programmes. A cross-divisional working group, the School Development Key Group, has been set up within the EDB to oversee and monitor the delivery of the SBPS programmes on a regular basis.	2013/14	509.8	7.4	94.1	549 ⁸	Not applicable ⁹	1.3%
				2014/15	412.2	6.5	104.1	648 ⁸		1.4%
				2015/16	325.3	3.7	90.6	579 ⁸		1.0%
				2016/17	223.8	3.2	104.7	556 ⁸		1.2%
				2017/18	132.8 ¹⁰	2.6 ¹⁰	93.6 ¹⁰	602 ⁸		1.3%

⁸ Number of schools includes kindergartens, primary schools, secondary schools and special schools. Those for 2017/18 are estimated figures.

⁹ Since the EDF is not a seed capital fund, there is no expected rate of return. The EDF is kept in the bank and EDB makes use of its capital and income to accomplish the objectives of the fund.

¹⁰ Estimates for 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
HKSAR Government Scholarship Fund	2008 Injected with \$1 billion, \$250 million, \$1 billion and \$20 million in 2008, 2011, 2012 and 2013 respectively.	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.	To be assessed/monitored by participating institutions ¹¹ (according to the stipulated selection criteria of the Fund) and by the Steering Committee of the Fund. The Steering Committee of the Fund advises the trustee on the overall strategies and policies for management and development of the Fund, while the Investment Committee advises on the formulation of investment policies and the monitoring of investment.	2013/14	2,432	214	95	4 075	Investment seeks to cover the Fund's expenses with its earned income. In making investment, the needs of the Fund as well as market performance are considered, and reviews are conducted regularly and as necessary.	9.2%
				2014/15	2,262	(68)	102	4 546		(3.3%)
				2015/16	2,282	124	104	4 762		5.1%
				2016/17	2,453	278	107	4 983		12.3%
				2017/18	2,403 ¹²	50 ¹²	100 ¹²	4 400 ¹³		Not available

- ¹¹ Participating institutions of the HKSAR Government Scholarship Fund are the 8 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.
- ¹² Estimates for 2017/18. 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.
- ¹³ 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 and Reaching Out Award (applications under these 2 programmes for 2017/18 are still under processing by institutions).

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Research Endowment Fund	2009 Injected with \$18 billion, \$5 billion and \$3 billion in 2009, 2012 and 2018 respectively.	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).	In general, applications under various research funding schemes are assessed by subject panels/committees under the Research Grants Council (RGC). Each application will be assessed and/or selected by external reviewers and members of the subject panel/committee concerned, and further deliberated and examined at meetings of the subject panel/committee. The chairman of the subject panel/committee will then submit funding recommendations to the RGC for approval.	2013/14	26,131	1,036	864	1 179 ¹⁴	5%	5.0% ¹⁵
				2014/15	26,360	1,248	1,018	1 306 ¹⁴		3.6% ¹⁵
				2015/16	26,811	1,038	588	1 268 ¹⁴		5.5% ¹⁵
				2016/17	26,572	772	1,011	1 288 ¹⁴		3.3% ¹⁵
				2017/18	Under preparation	Under preparation	Under preparation	Under preparation		2.8% ¹⁵

¹⁴ Research teams.

¹⁵ Return rates of the Fund in the calendar years of 2013 to 2017.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
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 (RGC). Individual University Grants Committee-funded universities may conduct interviews with applicants where necessary. Two selection panels of the Scheme are formed by the RGC, and shortlisted applications, subject to their areas of studies, will be reviewed by one of the selection panels with experts in the relevant broad areas.	2013/14 ¹⁶	-	105.5	105.5	422 ¹⁷	Not applicable	Not applicable
				2014/15 ¹⁶	-	129.8	129.8	519 ¹⁷		
				2015/16 ¹⁶	-	137.8	137.8	551 ¹⁷		
				2016/17 ¹⁶	-	152.5	152.5	610 ¹⁷		
				2017/18 ¹⁶	-	155.3	155.3	621 ¹⁷		

¹⁶ Expenditure of the Scheme is funded by recurrent grants from the University Grants Committee.

¹⁷ Including new awardees and awardees from previous years who continue to benefit from the Scheme.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
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.	To be assessed by selection boards comprising school heads, representatives of school sponsoring bodies and EDB representatives. Applicants are required to be interviewed and assessed by the selection boards.	2013/14	-	8.97	8.97	176 ¹⁸	Not applicable	Not applicable
				2014/15	-	8.71	8.71	173 ¹⁸		
				2015/16	-	9.26	9.26	184 ¹⁸		
				2016/17	-	9.51	9.51	189 ¹⁸		
				2017/18	-	11.01 ¹⁹	11.01 ¹⁹	207 ¹⁹		

¹⁸ Including new awardees and awardees from previous years who continue to receive the scholarship.

¹⁹ Provisional figures as at March 2018.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Self-financing Post-secondary Education Fund	2011 Injected with \$2.5 billion, \$1 billion and \$20 million in 2011, 2012 and 2013 respectively.	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.	The Steering Committee of the Fund advises the trustee on the overall strategies and policies for the administration and development of the Fund, while the Investment Committee of the Fund advises on the formulation of investment policies and the monitoring of investment.	2013/14	3,701	313	103	3 545 ²⁰	Investment seeks to cover the Fund's expenses with its earned income. In making investment, the needs of the Fund as well as market performance are considered. Reviews are conducted regularly and as necessary.	8.9%
				2014/15	3,509	(81)	111	4 139 ²⁰		(2.5%)
				2015/16	3,578	178	109	11 460 ²⁰		4.9%
				2016/17	3,878	440	140	52 914 ²⁰		12.2%
				2017/18	3,838 ²¹	80 ²¹	120 ²¹	25 269 ²⁰		Not available

²⁰ Including scholarship recipients as well as students and teachers directly benefited from quality enhancement projects completed in that year (from 2015/16). The number of beneficiaries in 2017/18 is a provisional figure as at March 2018.

²¹ Estimates for 2017/18. 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	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Qualifications Framework Fund (QF Fund)	2014 Injected with \$1 billion and \$1.2 billion in 2014 and 2018 respectively.	To provide a steady source of income to support the sustainable development and implementation of Qualifications Framework (QF).	The Steering Committee on QF Fund advises the Secretary for Education on the overall strategy for making use of the QF Fund as a vehicle to support the sustainable development and implementation of the QF, and the scope and parameters of the schemes, initiatives and activities to be covered by the QF Fund.	2014/15 ²²	-	-	-	2 435 ²³ practitioners and 235 ²⁴ education and training providers ²⁵	5%	Not applicable
				2015/16 ²²	1,015.8	15.8	-	2 090 ²³ practitioners and 243 ²⁴ education and training providers ²⁵		Not applicable
				2016/17 ²²	1,045.9	30.1	-	3 537 ²³ practitioners and 388 ²⁴ education and training providers ²⁵		3.3% ²⁶
				2017/18 ²²	2,261.1 ²⁷	1,265.2 ^{27,28}	50.0 ²⁷	4 013 ²³ practitioners and 393 ²⁴ education and training providers ²⁵		2.8% ²⁶

22 In March 2016 and March 2018, the seed capital of \$1 billion and \$1.2 billion were respectively injected into the QF Fund and placed with
the Exchange Fund for investment. Since it takes time for the QF Fund to generate and accumulate investment income to meet the funding
requirements, in the interim before the fourth quarter (Q4) of 2017, we had been deploying the funds available under the non-recurrent item
of Qualifications Framework Support Scheme (QFSS) under Head 156 EDB for meeting the cash flow requirements of the initiatives under
the QF Fund. The approved commitment for QFSS was nearly exhausted in Q4 of 2017 and we have since been using the investment
income generated from the principal of the QF Fund to meet the funding requirements of various initiatives.
23 For the periods from April 2014 to March 2015, April 2015 to March 2016, April 2016 to March 2017, and April 2017 to 15 March 2018
respectively.
24 As at March 2015, March 2016, March 2017 and 15 March 2018 respectively.
25 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 bodies, through various initiatives.
26 Return rates of the calendar years of 2016 and 2017.
27 Estimates for 2017/18.
28 Including a seed capital of \$1.2 billion injected in March 2018, and the investment income of 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Hong Kong Scholarship for Excellence Scheme (HKSES)	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 achievements but lack the financial means to study in top-notch universities outside Hong Kong.	A Steering Committee (SC) was set up to advise the Government 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	Not applicable	Not applicable
				2016/17	295.00	-	32.32	164 ²⁹		
				2017/18	248.98 ³⁰	-	46.02 ³⁰	229 ³⁰		

²⁹ Including new awardees and awardees from previous years who continue to receive the scholarship.

³⁰ Estimates for 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessing/ Monitoring Mechanism	School Year	Year-end Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries	Initial Expected Rate of Return	Actual Rate of Return
Gifted Education Fund (GE Fund)	2016 Injected with \$800 million in 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.	Comprising representatives of the education sector and lay members, the Advisory Committee on Gifted Education offers advice on the development of gifted education and the operation of the GE Fund.	2016/17 ³¹	810	10	-	0	3-4%	Not applicable
				2017/18	824 ³²	32 ³²	18 ³²	11 549 ³³		2.8% ³⁴

³¹ A seed capital of \$800 million was injected into the GE Fund and placed with the Exchange Fund for investment in March 2017.

³² Estimates for 2017/18.

³³ As for the number of student members of the Hong Kong Academy for Gifted Education, only the figure for 2016/17 is available, and the figure for 2017/18 is yet to be confirmed.

³⁴ Return rate of the 2017 calendar year.

- End -

CONTROLLING OFFICER'S REPLY**EDB210****(Question Serial No. 1098)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Government indicates that it will “continue to improve the learning and teaching of the English Language so as to lay solid foundation for students’ diversified needs of English learning in future”. Under the categories of “Existing Measures” and “New Measures”, please list the initiatives to improve Hong Kong students’ English proficiency implemented in the past 5 years and set out in this year’s Budget together with relevant expenditures.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. (LegCo use): 17)Reply:

We have been implementing various measures for improving the learning and teaching of English Language in primary and secondary schools. The expenditure involved for implementing such measures in the past 5 years (i.e. 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 financial years) are \$739.38 million (of which \$34.45 million is from the Language Fund), \$767.44 million (of which \$29.23 million is from the Language Fund), \$794.24 million (of which \$25.74 million is from the Language Fund), \$838.35 million (of which \$27.70 million is from the Language Fund), and \$749.36 million (of which \$38.97 million is from the Language Fund) respectively. In 2018-19 financial year, the provision is \$936.34 million, of which \$41.12 million is from the Language Fund. Details of the support measure are tabulated as follows:

No.	Name of Project	Details
A. Grants to schools		
*1.	Grant Scheme on Promoting Effective English Language Learning in Primary Schools	To help schools develop school-based measures to further promote effective English language learning.

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 teachers' 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 1 year or 3 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/teaching.

No.	Name of Project	Details
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 the Education Bureau. In general, an eligible public sector primary school (including special schools (primary section) offering a mainstream curriculum and schools for children with intellectual disabilities (primary section) offering an appropriate school-based English Language curriculum) operating 6 or more classes is provided with a NET.
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 (including special schools (secondary section) offering a mainstream curriculum and schools for children with intellectual disabilities (secondary section) offering an appropriate school-based English Language curriculum) 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 organise language-related events/competitions in the community.

* Initiatives funded by the Language Fund

** The initiative is funded out of Head 173 Student Financial Assistance Agency

- End -

CONTROLLING OFFICER'S REPLY

EDB211

(Question Serial No. 1101)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has planned to increase the recurrent expenditure on education by \$2 billion. What are the specific measures and expenditures involved?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. (LegCo use): 20)

Reply:

In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting schools in enhancing promotion of life-wide learning. In working out the details of the various initiatives, the Education Bureau will engage stakeholders in the education sector and take into account the views of various professional groups responsible for reviewing different education policies in accordance with the principle of "Led by Professionals" so as to put this recurrent expenditure to the best use.

- End -

CONTROLLING OFFICER'S REPLY

EDB212

(Question Serial No. 1102)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (-) Not specified
Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)
Director of Bureau: Secretary for Education

Question:

Regarding the Applied Learning (ApL) subjects entered by candidates in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, would the Administration inform this Committee:

- (1) of the ApL subjects offered, the number of candidates entering each subject, the percentage shares of these candidates in the total number of HKDSE Examination candidates, and their results in the past 5 years;
- (2) whether there is a plan to increase the number of attainment levels for the ApL subjects so as to tally with that of Category A subjects in the HKDSE and provide a better incentive for students to enter these subjects; and
- (3) whether there is a plan to extend the study period of the ApL subjects from 2 years to 3 years so that students will have ample time to take the relevant courses?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. (LegCo use): 21)

Reply:

- (1) The Applied Learning (ApL) subjects offered, the number of candidates entering each subject, the percentage shares of these candidates in the total number of candidates, and their results in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 5 years are set out at **Appendix**.
- (2) Starting from the 2018 HKDSE Examination, the reporting of candidates' performance in ApL subjects (except Applied Learning Chinese (for non-Chinese speaking students)) is refined to "Attained", "Attained with Distinction (I)" and "Attained with Distinction (II)". "Attained with Distinction (I)" and "Attained with Distinction (II)" are comparable to Level 3 and Level 4 or above of the HKDSE Examination Category A subjects respectively. The current proposal is considered more accurate in reflecting the connection between the levels of ApL subjects and Category A subjects on the basis of the study on the existing assessment requirements of ApL subjects, candidates' past performance and the nature of the subjects. In fact, the duration of Category B ApL subjects is 180 contact hours with no public examination. The contents of these subjects place equal emphasis on practical and theoretical learning and are linked to broad professional and vocational fields. Since the learning contents and modes of assessment of Category A subjects and Category B subjects are different, adopting a unified practice of reporting candidates' performance is inappropriate. The Hong Kong Examinations and Assessment Authority has no intention of further increasing the number of attainment levels for the ApL subjects at this stage.
- (3) At present, we do not have plans to extend the study period of all ApL courses from 2 years to 3 years. Under the current arrangements, in addition to the 180-hour ApL courses offered at Secondary 5 and Secondary 6, students can also take the Taster Programmes for ApL at Secondary 4. Some of the courses even allow students to participate in the "ApL Extension Programme for Workplace Experience" upon their completion of the courses at Secondary 6. Overall, the study period of ApL could span from Secondary 4 to Secondary 6, enabling students to explore their career aspirations and prepare for career development.

**Number of Candidates and Result Distribution in Applied Learning Subjects
in the HKDSE Examination from 2013 to 2017**

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinctio	Attained or above	Unattained
Applied Science	Applied Psychology	2013	181	0.2	163	33.1	87.1	12.9
		2014	187	0.2	165	43.6	82.4	17.6
		2015	113	0.2	103	37.9	70.9	29.1
		2016	103	0.2	99	27.3	92.9	7.1
		2017	139	0.2	133	33.8	91.0	9.0
	Exercise Science and Health Fitness	2013	42	0.1	38	34.2	97.4	2.6
		2014	41	0.1	36	16.7	77.8	22.2
		2015	85	0.1	79	10.1	81.0	19.0
		2017	30	0.0	28	25.0	96.4	3.6
	Exploring Psychology	2015	43	0.1	39	59.0	92.3	7.7
		2016	63	0.1	59	35.6	98.3	1.7
		2017	44	0.1	37	37.8	100.0	0.0
	Foundation in Chinese Medicine	2015	63	0.1	62	33.9	91.9	8.1
		2016	62	0.1	62	41.9	98.4	1.6
		2017	57	0.1	53	45.3	98.1	1.9
	Fundamental Health Care	2013	83	0.1	80	20.0	86.3	13.8
		2014	53	0.1	53	35.8	94.3	5.7
		2015	44	0.1	44	20.5	90.9	9.1
		2016	35	0.1	35	25.7	100.0	0.0
		2017	0	0.0	0	-	-	-
	Health and Beauty Keeping in TCM	2013	86	0.1	85	20.0	83.5	16.5
		2014	77	0.1	73	24.7	84.9	15.1
	Health Care Practice	2013	140	0.2	137	33.6	96.4	3.6
		2014	202	0.3	190	27.4	97.4	2.6
		2015	226	0.3	213	28.6	98.6	1.4
		2016	123	0.2	120	22.5	95.8	4.2
		2017	152	0.2	145	31.7	97.2	2.8

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinction	Attained or above	Unattained
Applied Science	Medical Laboratory Science	2013	85	0.1	77	57.1	79.2	20.8
		2014	70	0.1	63	61.9	93.7	6.3
		2015	52	0.1	50	54.0	74.0	26.0
		2016	50	0.1	46	50.0	76.1	23.9
		2017	44	0.1	40	47.5	80.0	20.0
	Sports and Fitness Coaching	2016	134	0.2	101	27.7	85.1	14.9
		2017	100	0.2	76	21.1	92.1	7.9
	Sports Coaching and Management	2013	72	0.1	55	16.4	92.7	7.3
		2014	72	0.1	71	26.8	94.4	5.6
Business, Management and Law	Applied Business Research	2015	7	0.0	7	14.3	71.4	28.6
		2016	5	0.0	5	20.0	100.0	0.0
		2017	6	0.0	6	50.0	83.3	16.7
	Entrepreneurship for SME	2017	28	0.0	23	17.4	91.3	8.7
	Financial Markets and Operations	2016	26	0.0	25	24.0	68.0	32.0
		2017	0	0.0	0	-	-	-
	Law Enforcement in Hong Kong	2016	24	0.0	21	28.6	100.0	0.0
		2017	24	0.0	21	33.3	100.0	0.0
	Marketing and Online Promotion	2017	12	0.0	10	40.0	80.0	20.0
	Marketing in Global Trade	2013	31	0.0	28	46.4	75.0	25.0
		2014	46	0.1	40	27.5	65.0	35.0
		2015	37	0.0	31	25.8	87.1	12.9
		2016	14	0.0	14	0.0	78.6	21.4
	Practical Accounting for SMEs	2013	234	0.3	210	25.7	66.7	33.3
		2014	89	0.1	87	31.0	70.1	29.9
	Practical Computerised Accounting	2015	74	0.1	74	17.6	83.8	16.2
		2016	37	0.1	32	40.6	87.5	12.5
		2017	45	0.1	45	33.3	97.8	2.2

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinction	Attained or above	Unattained
Business, Management and Law	Purchasing and Merchandising	2013	67	0.1	65	9.2	98.5	1.5
		2014	94	0.1	82	9.8	96.3	3.7
		2015	57	0.1	56	10.7	89.3	10.7
		2016	31	0.0	27	7.4	74.1	25.9
	Retail Management	2013	44	0.1	43	23.3	100.0	0.0
		2014	18	0.0	17	29.4	94.1	5.9
		2015	22	0.0	22	22.7	100.0	0.0
	Understanding Financial Services	2013	30	0.0	29	41.4	72.4	27.6
		2014	31	0.0	23	43.5	60.9	39.1
		2015	9	0.0	9	44.4	88.9	11.1
	Understanding Hong Kong Law	2013	39	0.0	34	41.2	70.6	29.4
		2014	30	0.0	22	40.9	68.2	31.8
		2015	20	0.0	19	21.1	63.2	36.8
Creative Studies	Commercial Comic Art	2013	68	0.1	62	22.6	71.0	29.0
		2014	76	0.1	75	33.3	78.7	21.3
		2015	90	0.1	85	24.7	78.8	21.2
		2016	85	0.1	85	24.7	80.0	20.0
		2017	93	0.2	88	23.9	87.5	12.5
	Computer Game and Animation Design	2016	133	0.2	126	22.2	94.4	5.6
		2017	142	0.2	134	20.1	91.0	9.0
	Fashion and Image Design	2017	188	0.3	178	24.2	85.4	14.6
	Image Design	2013	400	0.5	354	21.2	88.1	11.9
		2014	269	0.3	241	23.2	88.4	11.6
		2015	232	0.3	213	21.6	88.7	11.3
		2016	169	0.2	160	21.9	89.4	10.6

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinction	Attained or above	Unattained
Creative Studies	Innovative Product Design	2013	73	0.1	67	13.4	83.6	16.4
		2014	57	0.1	56	16.1	85.7	14.3
		2015	47	0.1	47	23.4	91.5	8.5
	Interior Design	2016	118	0.2	105	30.5	88.6	11.4
		2017	71	0.1	59	35.6	93.2	6.8
	Introduction to Cantonese Opera	2016	0	0.0	0	-	-	-
		2017	13	0.0	13	53.8	100.0	0.0
	Introduction to Theatre Arts	2013	44	0.1	44	38.6	97.7	2.3
		2014	44	0.1	42	40.5	100.0	0.0
		2015	50	0.1	47	40.4	97.9	2.1
		2016	43	0.1	43	46.5	97.7	2.3
	Jewellery Arts and Design	2013	49	0.1	45	31.1	97.8	2.2
		2014	40	0.1	38	39.5	97.4	2.6
		2015	32	0.0	29	27.6	100.0	0.0
		2016	26	0.0	26	38.5	92.3	7.7
		2017	27	0.0	26	30.8	96.2	3.8
	Multimedia Entertainment Studies	2013	180	0.2	171	11.1	87.7	12.3
		2014	191	0.2	176	13.6	92.6	7.4
		2015	127	0.2	120	9.2	98.3	1.7
	Taking a Chance on Dance	2013	61	0.1	61	36.1	93.4	6.6
		2014	45	0.1	45	44.4	100.0	0.0
		2015	41	0.1	40	32.5	97.5	2.5
		2016	44	0.1	43	37.2	97.7	2.3
		2017	48	0.1	47	36.2	100.0	0.0
	The Essentials of Dramatic Arts		2017	48	0.1	46	32.6	100.0	0.0

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinction	Attained or above	Unattained
Engineering and Production	Automotive Technology	2013	64	0.1	52	11.5	82.7	17.3
		2014	41	0.1	34	14.7	85.3	14.7
		2015	50	0.1	49	8.2	83.7	16.3
		2016	51	0.1	42	21.4	95.2	4.8
		2017	48	0.1	46	6.5	84.8	15.2
	Aviation Studies	2013	239	0.3	218	29.4	97.7	2.3
		2014	269	0.3	257	31.5	91.4	8.6
		2015	330	0.4	308	23.4	92.2	7.8
		2016	389	0.6	366	25.4	90.7	9.3
		2017	304	0.5	280	26.4	92.9	7.1
	Building Facilities Engineering	2013	47	0.1	45	6.7	93.3	6.7
		2014	41	0.1	37	13.5	100.0	0.0
		2015	36	0.0	35	8.6	100.0	0.0
	Building Technology	2016	42	0.1	36	11.1	97.2	2.8
		2017	14	0.0	13	15.4	92.3	7.7
	Computer Forensic Technology	2017	0	0.0	0	-	-	-
	Electrical and Energy Engineering	2017	53	0.1	41	26.8	92.7	7.3
	Electronic Product Design in Action	2013	26	0.0	24	37.5	87.5	12.5
		2014	16	0.0	16	37.5	75.0	25.0
		2015	9	0.0	7	28.6	100.0	0.0
	Environmental Engineering	2013	20	0.0	14	28.6	85.7	14.3
		2014	13	0.0	11	45.5	100.0	0.0
		2015	20	0.0	18	38.9	100.0	0.0
		2016	15	0.0	15	53.3	100.0	0.0
	Mobile and Online Apps Development	2015	67	0.1	56	33.9	50.0	50.0
		2016	51	0.1	44	34.1	90.9	9.1
		2017	50	0.1	42	26.2	85.7	14.3

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinction	Attained or above	Unattained
Media and Communication	Film and Video Studies	2013	207	0.3	178	14.0	86.0	14.0
		2014	169	0.2	146	12.3	77.4	22.6
		2015	199	0.3	172	11.0	85.5	14.5
		2016	153	0.2	140	16.4	91.4	8.6
		2017	137	0.2	121	9.1	86.8	13.2
	Infotainment Production	2013	20	0.0	19	31.6	100.0	0.0
		2014	52	0.1	48	35.4	91.7	8.3
	Magazine Editing and Production	2017	15	0.0	14	57.1	100.0	0.0
	New Media Communication Strategies	2017	0	0.0	0	-	-	-
	Public Relations and Advertising	2013	42	0.1	39	38.5	84.6	15.4
		2014	35	0.0	28	46.4	96.4	3.6
		2015	24	0.0	21	42.9	100.0	0.0
		2016	12	0.0	11	27.3	100.0	0.0
	Radio Host and Programme Production	2013	113	0.1	106	37.7	100.0	0.0
		2014	110	0.1	109	36.7	97.2	2.8
		2015	69	0.1	68	36.8	100.0	0.0
		2016	68	0.1	68	38.2	92.6	7.4
		2017	51	0.1	50	36.0	96.0	4.0
	TV Infotainment Production	2015	31	0.0	31	16.1	87.1	12.9
		2016	39	0.1	36	25.0	69.4	30.6
Services	Child Care and Education	2015	185	0.2	182	19.8	96.2	3.8
		2016	154	0.2	152	31.6	98.7	1.3
		2017	147	0.2	142	29.6	99.3	0.7
	Child Development and Care	2013	160	0.2	156	26.3	94.2	5.8
		2014	133	0.2	131	27.5	98.5	1.5

Subject		Year	No. of candidates entering the subject	Percentage share in the total number of candidates	No. of candidates taking the exam	Percentage		
						Attained with Distinction	Attained or above	Unattained
Services	Events Planning and Operation	2013	57	0.1	54	35.2	79.6	20.4
		2014	68	0.1	63	23.8	71.4	28.6
		2015	50	0.1	50	16.0	60.0	40.0
	Food and Beverage Operations	2016	137	0.2	126	15.9	86.5	13.5
		2017	152	0.2	128	15.6	93.0	7.0
	Fundamental Cosmetology	2013	310	0.4	272	21.0	91.5	8.5
		2014	264	0.3	244	14.8	88.9	11.1
		2015	214	0.3	189	16.4	97.9	2.1
		2016	208	0.3	200	15.5	95.0	5.0
		2017	169	0.3	158	19.6	99.4	0.6
	Hospitality Services in Practice	2013	457	0.6	419	19.1	84.2	15.8
		2014	452	0.6	420	20.7	86.0	14.0
		2015	267	0.4	255	23.1	91.8	8.2
		2016	242	0.4	228	21.5	92.1	7.9
		2017	193	0.3	187	28.9	94.1	5.9
	Hotel Operations	2013	481	0.6	453	11.3	95.1	4.9
		2014	484	0.6	459	15.9	91.9	8.1
		2015	438	0.6	405	13.3	85.2	14.8
		2016	294	0.4	288	17.0	93.8	6.3
		2017	230	0.4	210	13.8	86.7	13.3
	Western Cuisine	2013	759	0.9	728	11.7	97.0	3.0
		2014	786	1.0	745	14.4	96.9	3.1
		2015	791	1.1	731	15.2	95.1	4.9
		2016	831	1.2	759	17.1	93.3	6.7
		2017	745	1.2	678	13.3	93.5	6.5
Applied Learning Chinese (for non-Chinese speaking students)	Chinese for the Service Industry	2017	111	0.2	104	19.2	95.2	4.8
	Practical Chinese in Hospitality	2017	42	0.1	42	21.4	71.4	28.6

- End -

CONTROLLING OFFICER'S REPLY**EDB213****(Question Serial No. 1104)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

How many school candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination were granted full and half examination fee remission respectively and what are the percentages out of the total number of candidates in the past 5 years? Will the Government consider devising a mechanism for the private candidates with financial needs to apply for examination fee remission to sit for the HKDSE?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. (LegCo use): 23)Reply:

To ensure that no students will be denied access to public examinations because of financial difficulties, the Working Family and Student Financial Assistance Agency administers the Examination Fee Remission Scheme (the Scheme) to provide remission of examination fees to eligible school candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. There is no plan at the moment to change the eligibility criteria of the Scheme. The respective numbers of school candidates sitting for the HKDSE Examination who have been granted full and half remissions and the percentages out of the total number of candidates in each of the past five years are tabulated below:

School Year	Examination Fee Remission			
	Half Remission	Full Remission	Total	Percentage out of the total number of candidates
2013/14	10 543	12 487	23 030	28.9%
2014/15	9 357	11 236	20 593	27.8%
2015/16	7 986	10 233	18 219	26.7%
2016/17	6 884	8 785	15 669	25.4%
2017/18*	6 284	8 011	14 295	24.2%

* Figures as at 31 January 2018

- End -

CONTROLLING OFFICER'S REPLY

EDB214

(Question Serial No. 1105)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Hong Kong Smart City Blueprint focuses on nurturing STEM talent in the context of education. On promoting the application of smart education, many regions are now actively exploring the smartening of learning environment. For example, Singapore has launched the “Classroom of the Future” project, which integrates multiple technologies to create a smart and interactive space in classroom. Does the Government have plans to conduct research on smart education and smart classroom? If yes, what are the details and relevant expenditure? If no, what are the reasons?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. (LegCo use): 24)

Reply:

The Education Bureau is now actively promoting STEM education in primary and secondary schools to enhance students' abilities to integrate and apply knowledge and skills in relevant Key Learning Areas and foster their creativity, with a view to nurturing talent in STEM-related fields for developments outlined in the Hong Kong Smart City Blueprint. STEM education has been implemented since the 2015/16 school year and schools show different paces of progress. We will continue to provide schools with the necessary support to enhance the development of STEM education. For the essential hardware and facilities related to the implementation of STEM education, we will continue to explore further with the school sector. Schools that have innovative proposals for promoting STEM education may apply to the Quality Education Fund for financial support.

To support and promote STEM education, the Vocational Training Council (VTC) has officially set up the VTC STEM Education Centres in May 2017 in response to the worldwide education trends as well as to foster the social and technological developments of Hong Kong. The VTC STEM Centres enhance the teaching and learning of STEM-related subjects through the development of various technological applications and the availability of state-of-the-art teaching facilities. The Centres also make use of Virtual Reality (VR) and

Augmented Reality (AR) technologies to provide simulated workplace training for students. These technologies are also applied to the teaching and learning of various programmes, including building services engineering, aircraft maintenance, automotive engineering and horticulture, to enhance teaching effectiveness and train up effective VPET personnel who excel in practical know-how. Furthermore, the Centres collaborate with the industry to create trade experience opportunities for students to experience the working environment of specific professions with the use of VR. The experience of working on high-rise pylon offered in cooperation with CLP is one of the examples. The Centres also organise various kinds of workshops and large-scale competitions on STEM to arouse the interest of primary and secondary students in science subjects, increase the popularity of STEM education, and motivate the younger generation to acquire knowledge in STEM-related disciplines. Up to the 2017-18 financial year, the Government has allocated a total of about \$21.5 million to support VTC in the establishment of VTC STEM Education Centres and provision of teaching facilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB215

(Question Serial No. 0641)

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 Ingrid YEUNG)

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 years 2016/17 and 2017/18;
- (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 years 2016/17 and 2017/18 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 years 2016/17 and 2017/18 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 years 2016/17 and 2017/18;
- (e) the number of ethnic minority students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school years 2016/17 and 2017/18 disaggregated by ethnicity;
- (f) the number of non-Chinese speaking students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school years 2016/17 and 2017/18 disaggregated by their home language; and
- (g) the resources allocated and time table for the EDB to start collecting information on spoken language at home from non-Chinese speaking students in post-secondary institutions, such as beginning 2018/19 school year or not.

Asked by: Hon TO Kun-sun, James (Member Question No. (LegCo use): 22)

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 and 2017/18 school years is tabulated at Annex A.
- (b) & (c) The number of ethnicity 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 and 2017/18 school years 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 and 2017/18 school years 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 and 75 815 (provisional) in the 2016/17 and 2017/18 academic years respectively. A breakdown by level of study (i.e. sub-degree and undergraduate) and by university is at Annex D. For full-time locally-accredited self-financing post-secondary programmes in the 2016/17 and 2017/18 academic years, a breakdown by level of study and by institution is at Annex E.
- (e) & (f) Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to post-secondary programmes (including sub-degree and undergraduate programmes offered by UGC-funded universities and self-financing institutions). In the 2016/17 and 2017/18 academic years, 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 283 and 369 (provisional) respectively. For self-financing institutions, we do not have relevant statistics with breakdown by local NCS students.
- (g) UGC-funded universities make use of existing resources to report to UGC the information regarding students' spoken language at home in accordance with the established mechanism so as to facilitate UGC in collecting statistics on the number of local NCS students admitted to UGC-funded sub-degree and degree programmes. As for self-financing post-secondary institutions, we do not collect the relevant information on local NCS students.

**Number of students
by level and by grade in the 2016/17 and 2017/18 school years**

Level	Grade	2016/17 school year	2017/18 school year
Pre-primary (K1 to K3)	K1	57 355	59 350
	K2	65 769	58 481
	K3	60 908	63 316
	K1-K3	184 032	181 147
Primary (Primary 1 to 6)	P1	52 021	55 185
	P2	51 115	52 099
	P3	51 956	51 430
	P4	50 588	52 414
	P5	47 224	50 635
	P6	44 904	47 284
	P1-P6	297 808	309 047
Secondary (Secondary 1 to 6)	S1	50 554	51 642
	S2	50 601	50 440
	S3	52 407	50 474
	S4	54 345	51 661
	S5	55 084	51 230
	S6	51 974	51 658
	S1-S6	314 965	307 105

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. Figures cover both local and non-local kindergartens.
3. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools but 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

**Number of ethnic minority students by ethnicity
studying at different grade levels in kindergartens
in the 2017/18 school year**

Kindergartens

	K1	K2	K3
Indonesian	49	41	42
Filipino	222	233	203
Indian	452	487	339
Pakistani	446	507	519
Nepalese	315	342	319
Japanese	268	239	220
Thai	47	39	36
Korean	110	123	71
Other Asian	139	152	115
White	1 198	1 203	778
Others	550	600	369
Total	3 796	3 966	3 011

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels in primary and secondary schools
in the 2017/18 school year**

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	27	29	26	29	19	12
Filipino	191	232	215	230	238	222
Indian	152	145	177	152	164	175
Pakistani	514	514	521	571	553	536
Nepalese	322	321	343	298	268	224
Japanese	20	26	25	14	15	16
Thai	24	26	32	29	33	27
Korean	17	7	10	15	11	6
Other Asian	25	28	42	45	56	28
White	116	137	112	91	88	56
Others	91	75	76	64	53	53
Total	1 499	1 540	1 579	1 538	1 498	1 355

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	14	21	16	12	13	6
Filipino	249	234	294	282	233	237
Indian	228	209	215	222	168	198
Pakistani	591	515	590	506	416	440
Nepalese	230	258	245	248	182	195
Japanese	19	13	9	8	7	10
Thai	38	42	25	17	13	23
Korean	14	13	9	10	10	5
Other Asian	64	42	43	35	36	20
White	56	45	36	33	24	24
Others	123	89	87	68	71	59
Total	1 626	1 481	1 569	1 441	1 173	1 217

Notes:

1. Figures refer to the positions as at September of the respective school years.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres. Figures cover both local and non-local kindergartens.
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 but do not include students in 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

**Number of non-Chinese speaking students by spoken language at home
studying at different grade levels in kindergartens, primary and secondary schools
in the 2017/18 school year**

Kindergarten

	K1	K2	K3
Indonesian	29	31	29
Filipino	115	158	106
Hindi	291	317	259
Urdu	415	484	493
Nepali	277	305	287
Japanese	257	236	206
Thai	31	25	26
Korean	96	107	69
Other Asian and Oceanian languages	52	68	57
English	2 696	2 710	1 446
Other European languages	215	213	217
Others	31	32	23
Total	4 505	4 686	3 218

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	20	16	21	25	14	10
Filipino	84	116	107	101	104	98
Hindi	101	105	133	112	100	106
Urdu	417	428	459	514	476	456
Nepali	289	293	296	270	235	193
Japanese	17	31	25	18	16	20
Thai	23	24	31	28	33	28
Korean	13	5	8	12	10	4
Other Asian and Oceanian languages	40	34	48	45	56	44
English	578	569	503	481	510	429
Other European languages	15	19	20	19	9	14
Others	28	30	19	19	20	28
Total	1 625	1 670	1 670	1 644	1 583	1 430

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	7	17	8	8	13	5
Filipino	103	72	121	100	88	108
Hindi	95	100	96	85	74	86
Urdu	485	429	482	432	349	374
Nepali	184	199	210	218	158	180
Japanese	15	12	9	6	14	11
Thai	39	37	25	25	21	22
Korean	15	15	9	13	9	8
Other Asian and Oceanian languages	101	81	81	87	53	38
English	671	604	582	532	514	471
Other European languages	16	15	19	16	24	22
Others	41	39	30	38	59	58
Total	1 772	1 620	1 672	1 560	1 376	1 383

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. Figures cover both local and non-local kindergartens.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools but 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 and 2017/18 academic years

University	2016/17 academic year			2017/18 academic year		
	Level of Study (Headcount)			Level of Study (Headcount)		
	Sub-degree	Undergraduate	Total	Sub-degree	Undergraduate	Total
City University of Hong Kong	903	11 122	12 025	782	11 202	11 984
Hong Kong Baptist University	-	5 979	5 979	-	6 068	6 068
Lingnan University	-	2 455	2 455	-	2 376	2 376
The Chinese University of Hong Kong	-	14 569	14 569	-	14 826	14 826
The Education University of Hong Kong	654	3 325	3 979	707	3 316	4 023
The Hong Kong Polytechnic University	2 131	13 131	15 262	1 570	13 102	14 672
The Hong Kong University of Science and Technology	-	7 765	7 765	-	8 005	8 005
The University of Hong Kong	-	13 674	13 674	-	13 861	13 861
Total	3 688	72 020	75 708	3 059	72 756	75 815

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 and 2017/18 academic years

Institution	2016/17 academic year			2017/18 academic year		
	Enrolment			Enrolment (Note 1)		
	Sub-degree	Undergraduate (Note 2)	Total	Sub-degree	Undergraduate (Note 2)	Total
Caritas Bianchi College of Careers	284	-	284	307	-	307
Caritas Institute of Community Education	157	-	157	148	-	148
Caritas Institute of Higher Education	320	1 095	1 415	265	1 269	1 534
Centennial College	-	371	371	-	212	212
Chu Hai College of Higher Education	-	974	974	-	824	824
City University of Hong Kong and its School of Continuing and Professional Education and Community College/University of Wollongong College Hong Kong	6 217	1 245	7 462	5 939	1 288	7 227
Gratia Christian College	-	60	60	7	78	85
Hang Seng Management College	-	4 531	4 531	-	4 869	4 869
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 138	-	2 138	1 785	-	1 785
Hong Kong Art School	75	104	179	70	99	169
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 542	2 175	5 717	3 256	2 280	5 536
Hong Kong College of Technology and its HKCT Institute of Higher Education	415	@	415	392	@	392
Hong Kong Institute of Technology	491	300	791	338	367	705
Hong Kong Nang Yan College of Higher Education	12	50	62	1	48	49
Hong Kong Shue Yan University	-	4 454	4 454	-	4 199	4 199
The Community College at Lingnan University and Lingnan Institute of Further Education	938	-	938	931	-	931
Savannah College of Art and Design Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	553	553	-	597	597
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 881	165	2 046	1 694	90	1 784
The Education University of Hong Kong	92	1 439	1 531	-	1 344	1 344
The Hong Kong Polytechnic University and its Hong Kong Community College and School	7 373	3 500	10 873	9 419	3 109	12 528

Institution	2016/17 academic year			2017/18 academic year		
	Enrolment			Enrolment (Note 1)		
	Sub-degree	Undergraduate (Note 2)	Total	Sub-degree	Undergraduate (Note 2)	Total
of Professional Education and Executive Development						
The Hong Kong University of Science and Technology	-	120	120	-	142	142
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	1 773	9 233	11 006	1 579	9 113	10 692
HKU School of Professional and Continuing Education and HKU SPACE Community College	5 185	804	5 989	4 800	507	5 307
Tung Wah College	318	1 975	2 293	435	1 991	2 426
Vocational Training Council	5 527	4 449	9 976	4 469	4 954	9 423
Yew Chung Community College	213	-	213	177	-	177
YMCA College of Careers	57	-	57	41	-	41

Notes:

1. Figures are the provisional figures as at end of December 2017. The final actual enrolment may vary.
2. Figures include students of first-year-first-degree programmes, top-up degree programmes and those receiving subsidy under the Study Subsidy Scheme for Designated Professions/Sectors.
3. “-” denotes no relevant programmes were offered.
4. “@” Figures are not available from the institution.

- End -

CONTROLLING OFFICER'S REPLY

EDB216

(Question Serial No. 2268)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Some education service providers pointed out that the number of students who pursued further studies in Austria over the past 5 years has increased tenfold, while for Ireland, the number has increased 1.5 times over the past 4 years. Some Hong Kong students studying abroad think that opportunities available to those who stay in Hong Kong for further studies seem to be few. There are also academics who bluntly said that the education system in Hong Kong is a fiasco and has caused numerous Hong Kong students to go overseas for further studies. Even the children of officials overseeing education policy study abroad. All these showed that our education system, with a multitude of inadequacies, drives students away and students are fleeing in waves.

In this year's estimates for education, it is again mentioned that an "open and flexible" curriculum will be developed for mainstream schools to develop students into independent learners. Also, an additional \$2 billion will be allocated as provision for recurrent education expenditure. Please inform this Committee of the following:

1. details about the additional provision and the items to be covered;
2. how education measures can become "open and flexible" and encourage students to learn independently, so that spoon-feeding education can be rectified; and
3. whether the effectiveness of the current curriculum under the New Academic Structure is measured against indicators; and the reasons why the number of students going overseas for studies is on the rise despite the annual additional provision to enhance education

Asked by: Hon TSE Wai-chun, Paul (Member Question No. (LegCo use): 49)

Reply:

1. In the 2018-19 Budget Speech, the Financial Secretary proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education. The initiatives to be launched include enhancing the professional development of teachers, strengthening support for kindergartens, reviewing and improving integrated education, and supporting

schools in enhancing the promotion of life-wide learning. In working out the priority of the various initiatives and their implementation details, the Education Bureau (EDB) will continue to engage stakeholders in the education sector and take into account the views of various professional groups responsible for reviewing different education policies in accordance with the principle of “Led by Professionals” so as to put this recurrent expenditure to the best use.

2. The EDB has started the “Learning to Learn” curriculum reform since 2001 to promote curriculum and pedagogical change to foster students’ whole-person development and learning to learn capabilities to achieve lifelong learning. Over the past decade or so, much has been achieved in schools through the implementation of the curriculum reform, including the launch of the Four Key Tasks (Moral and Civic Education, Reading to Learn, Project Learning, and Information Technology for Interactive Learning) which develop students’ generic skills and independent learning capabilities effectively. The EDB is committed to continuously facilitating a paradigm shift in teaching and promoting the use of student-centred teaching approach to nurture students’ creativity, collaboration and problem solving skills through various teacher professional development programmes and school-based professional support services. In recent years, the EDB has striven to promote Science, Technology, Engineering and Mathematics (STEM) education. Its efforts include arranging training programmes and sharing sessions of STEM education for primary and secondary school teachers to enhance their capabilities in curriculum planning and organising school-based STEM education programmes, for students to participate in more hands-on and minds-on activities to arouse their interests and curiosity as well as to foster self-directed learning.

One of the major measures brought about by the curriculum reform is to integrate different subjects into the 8 Key Learning Areas appropriately and to offer flexible suggested lesson time so that schools can design their curriculum according to students’ needs and school contexts. At the senior secondary level, in addition to the 4 core subjects (Chinese Language, English Language, Mathematics and Liberal Studies), students can take 2 or 3 elective subjects (up to 4 elective subjects) from 20 senior secondary subjects, more than 30 Applied Learning courses and 6 Other Language subjects according to their own interests and abilities. The above provision, together with students’ participation in Other Learning Experiences, facilitate their lifelong learning and whole-person development. In fact, allowing students to take elective subjects according to their interests, abilities and needs can enhance their motivation for learning and encourage self-directed learning.

3. Since the implementation of the New Academic Structure (NAS) in 2009, the EDB conducts the Survey on Senior Secondary Subject Information every year to collect information on the senior secondary subjects offered by schools as well as subjects taken by students in order to understand the effectiveness of the NAS. According to the Secondary 6 Students’ Pathway Survey in the past 5 years, about 9% of the Secondary 6 graduates have chosen to pursue further studies outside Hong Kong every year. Since Hong Kong is a cosmopolitan city, it is natural for some parents to send their children to study abroad. As Hong Kong students are admitted by Mainland and overseas post-secondary institutions, it indicates a smooth interface between the local and overseas education systems, which provides multiple pathways for further studies for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB217

(Question Serial No. 2269)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (-) Not specified
Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)
Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 187 of the Budget Speech that the Government will pay the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education (DSE) Examination. On what criteria and reasons does the Administration decide to exempt the candidates sitting for the 2019 DSE Examination from paying the examination fees? Has the Administration considered regularising the exemption of examination fees so that the Financial Secretary will not be deemed to be discriminating against and unfairly treating DSE candidates of other years.

Has the Administration evaluated the manpower required for the related work and the expenditure involved if there is a surge in the number of DSE candidates in 2019?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. (LegCo use):50)

Reply:

The 2018-19 Budget announced that the Government will pay the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education (HKDSE) Examination, which is one of the one-off concessionary measures to share the fruits of our economic success with the community. The scope of application for the measure covers school candidates sitting for the 2019 HKDSE Examination. The candidates must be studying at the registered schools approved for participation in the 2019 HKDSE Examination and be entered for the 2019 HKDSE Examination through their schools (including first-time candidates and candidates who repeat the senior secondary curriculum in day schools and evening schools). The manpower and administrative costs involved will be subsumed under the existing resources of the Education Bureau.

- End -

CONTROLLING OFFICER'S REPLY

EDB218

(Question Serial No. 1793)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- a) The number of ethnic minority students in each of the member institutions of the Vocational Training Council in the school years 2015/16 to 2017/18 disaggregated by ethnicity and the respective subsidy involved;
- 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 years 2015/16 to 2017/18 disaggregated by ethnicity and programme.

Asked by: Hon WAN Siu-kin, Andrew (Member Question No. (LegCo use): 301)

Reply:

The Vocational Training Council (VTC) has offered programmes dedicated to non-Chinese speaking (NCS) students and also programmes not dedicated to NCS students for local ethnic minority students. As the applicants are not required to provide information on their ethnicity for enrolment in programmes of short duration, a breakdown of all NCS students disaggregated by ethnicity in each member institution and in each programme or on the respective amount of subsidy involved is not available. Based on data available, a breakdown of the number of NCS students by major ethnicity groups from the 2015/16 to 2017/18 academic years (AY) is given below:

Ethnicity	2015/16 AY	2016/17 AY	2017/18 AY (Provisional)
Pakistani	113	128	116
Nepalese	97	103	119
Filipino	76	90	96
Indian	45	51	56
Thai	12	12	13
Others ^(Note 1)	70	78	99

Note 1: Including other ethnic minorities such as White, Indonesian, Korean, Japanese, Vietnamese, etc.

Note 2: Students attending other programmes of short duration dedicated to NCS students are not required to provide information about their ethnicity to the VTC.

The number of local NCS students by type of programmes from the 2015/16 to 2017/18 academic years is set out below:

Type of Programme	2015/16 AY	2016/17 AY	2017/18 AY (Provisional)
Undergraduate Degree	23	36	44
Higher Diploma	153	178	205
Diploma of Foundation Studies/Foundation Diploma	151	162	175
Diploma/Certificate of Vocational Education	86	86	75

- End -

CONTROLLING OFFICER'S REPLY

EDB219

(Question Serial No. 1794)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), will the government inform this Council:

- (a) The number of non-Chinese speaking applicants and relevant disciplines each year for 2014/15 to 2017/18 school years.
- (b) The number of non-Chinese speaking local students admitted to SSSDP programmes using the DSE (Chinese) qualification through JUPAS for 2014/15 to 2017/18 school years.
- (c) The respective number of non-Chinese speaking local students admitted to SSSDP programmes through JUPAS using each of the alternative Chinese qualifications, namely GCE (A-Level), GCE (AS Level), GCSE and IGCSE for 2014/15 to 2017/18 school years.
- (d) The number of all local students admitted to SSSDP programmes for 2014/15 to 2017/18 school years.

Asked by: Hon WAN Siu-kin, Andrew (Member Question No. (LegCo use): 300)

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 local 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 the number of subsidised places to be increased from about 1 000 per cohort to about 3 000. Subsidised places under the SSSDP are mainly allocated through the Joint University Programmes Admissions System (JUPAS). The Education Bureau (EDB) does not have information about the number of non-Chinese speaking applicants and the disciplines they applied for.

(b) and (c)

According to the records of participating institutions, the respective number of local non-Chinese speaking students who have been admitted to the first year of designated programmes under the SSSDP through JUPAS with the Hong Kong Diploma of Secondary Education (Chinese Language) (DSE(Chinese Language)) qualification or alternative Chinese language qualifications (such as the General Certificate of Education (Advanced Level) (GCE (A-Level)), the General Certificate of Education (Advanced Subsidiary) (GCE(AS Level)), the General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE)) from the 2015/16 to 2017/18 academic years are as follows:

Academic Year	DSE(Chinese Language)	Alternative Chinese Language Qualifications			
		GCE (A-Level)	GCE (AS Level)	GCSE	IGCSE
2015/16	0	0	0	2	0
2016/17	0	2	0	3	0
2017/18	0	0	1	4	0

(d) From the 2015/16 to 2017/18 academic years, the number of local students who have been admitted to the first year of designated programmes under the SSSDP are 913, 991 and 974 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB220

(Question Serial No. 0870)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Pilot Training and Support Scheme (Pilot Scheme) implemented by the Vocational Training Council (VTC) will continue to be implemented in the 2018/19 academic year. In this connection, will the Government inform this Committee of the following:

1. Regarding the Pilot Scheme, the amount of additional funding the VTC will receive each year;
2. The Education Bureau will review the implementation of the Scheme this year to finalise the regularisation arrangements. What are the details?
3. Since the implementation of the Pilot Training and Support Scheme, the annual provision required for the operation of the Pilot Scheme, the number of programmes, the industries involved, the number of enrolment, the number of drop-outs, and the number of graduates.

Asked by: Hon WONG Kwok-kin (Member Question No. (LegCo use): 46)

Reply:

1. & 2. The Government has implemented the Pilot Training and Support Scheme (the Pilot Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year (AY). Under the collaboration of the Government and participating industries, the Pilot Scheme has integrated structured apprenticeship training programmes and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. The Government shall conduct a review on the implementation of the Pilot Scheme this year and explore with the VTC ways to enhance relevant arrangements under the Pilot Scheme. After the completion of the review, the Government will determine on the specific details and arrangements of regularising the Pilot Scheme based on the result.

3. The provision for the Pilot Scheme is used to cover the allowance granted to trainees. Up to 2017-18, the total provision disbursed to VTC to cover allowances is approximately \$120 million.

As at 28 February 2018, 30 programmes are offered under the Pilot Scheme. The industries covered are: electrical & mechanical engineering and construction, printing, automobile, watch and clock, testing and certification, medical centre operation, etc. The Pilot Scheme has benefitted close to 3 500 trainees. A breakdown by AY and industry is tabulated below:

	Number of new beneficiaries			
	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (as at 28 February 2018)
Electrical & Mechanical Engineering and Construction	285	887	989	871
Testing and Certification	-	21	15	14
Medical Centre Operations	-	-	12	4
Watch and Clock	-	12	10	5
Printing	-	7	7	8
Automobile	-	81	113	133
Sub-total	285	1 008	1 146	1 035
Total	3 474			

The retention rate of students each year is about 87%. From 2014 to present, about 150 students drop out every year on average, amounting to 446 students in total. Some of the students who dropped out enrolled into full-time programmes or changed to other industries. Others dropped out due to personal and other reasons. As at 28 February 2018, 235 trainees have completed a 4-year training programme.

- End -

CONTROLLING OFFICER'S REPLY**EDB221****(Question Serial No. 2340)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (520) Vocational Training CouncilProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information of each member institution of the Vocational Training Council for the past 3 years:

- (1) the academic qualifications of students admitted each year. Please provide a breakdown of students by academic qualification.
- (2) the numbers of graduation certificates issued each year. Please provide a breakdown of certificates by qualification framework level.

Asked by: Hon WONG Kwok-kin (Member Question No. (LegCo use): 50)Reply:

- (1) The highest academic qualifications of students admitted to programmes (including self-financing programmes) offered by the Vocational Training Council (VTC) from the 2015/16 to 2017/18 academic years are listed as follows:

2015/16 academic year								
Curriculum	Academic Qualification Awarded	Total	S3	S4	S5	S6	S7	Others#
New academic structure	Bachelor Degree	1 121	0	0	0	961	50	110
	Higher Diploma	14 523	0	0	0	13 070	242	1 211
	Diploma of Foundation Studies	6 690	0	0	0	6 534	6	150

	Diploma Yi Jin	420	0	0	0	320	0	100
	Diploma of Vocational Education	4 986	1 394	1 170	550	1 461	2	409
	Certificate of Vocational Education	844	129	81	220	355	3	56
	Other Diploma/ Certificate	1 052	187	154	181	460	16	54
Old academic structure	Higher Diploma	1 003	0	0	761	25	98	119
	Other Certificate	711	73	35	395	69	19	120

2016/17 academic year								
Curriculum	Academic Qualification Awarded	Total	S3	S4	S5	S6	S7	Others#
New academic structure	Bachelor Degree	1 033	0	0	0	896	34	103
	Higher Diploma	14 922	0	0	0	12 967	365	1 590
	Diploma of Foundation Studies	5 608	0	0	0	5 430	5	173
	Diploma Yi Jin	337	0	0	0	251	0	86
	Diploma of Vocational Education	5 334	1 560	1 223	571	1 527	4	449
	Certificate of Vocational Education	933	159	83	251	369	3	68
	Other Diploma/ Certificate	1 128	203	189	175	489	5	67
Old academic structure	Other Certificate	639	100	32	317	53	18	119

2017/18 academic year (Provisional)								
Curriculum	Academic Qualification Awarded	Total	S3	S4	S5	S6	S7	Others#
New academic structure	Bachelor Degree	1 240	0	0	0	1 110	21	109
	Higher Diploma	12 767	0	0	0	10 844	257	1 666
	Diploma of Foundation Studies	6 325	0	0	0	6 181	1	143
	Diploma Yi Jin	304	0	0	0	225	0	79
	Diploma of Vocational Education	4 592	1 544	1 090	448	1 099	2	409
	Certificate of Vocational Education	895	162	98	174	383	9	69
	Other Diploma/ Certificate	1 323	Information on breakdown is not yet available.					
Old academic structure	Other Certificate	638	63	24	301	91	24	135

Figures cover other local/non-local qualifications

- (2) The academic qualifications and number of certificates (including self-financing programmes) awarded by the VTC to graduates from the 2014/15 to 2016/17 academic years are listed as follows:

Curriculum	Academic Qualification Awarded	Qualification Framework Level @	2014/15 academic year	2015/16 academic year	2016/17 academic year
New academic structure	Bachelor Degree	5	-	668	1 302
	Higher Diploma	4	9 370	10 613	10 627
	Diploma of Foundation Studies	3	5 653	6 071	5 065
	Diploma Yi Jin	3	326	301	215
	Diploma of Vocational Education	3	1 932	2 119	2 253

	Certificate of Vocational Education	2	503	530	479
	Other Diploma/ Certificate	3	514	477	383
		2	587	626	595
Old academic structure	Higher Diploma	-	2 915	1 375	998
	Other Diploma/ Certificate	-	694	637	559

@ Not applicable to old academic structure

- End -

CONTROLLING OFFICER'S REPLY

EDB222

(Question Serial No. 1231)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services, with a view to ultimately achieving the target of "one school social worker for each school". What are the details of the policy and its implementation? What is the expenditure involved?

Asked by: Hon YEUNG Alvin (Member Question No. (LegCo use): 34)

Reply:

Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of "one school social worker for each school". Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening the school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools' options, the estimated expenditure for the 2018/19 school year is not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the

education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

- End -

CONTROLLING OFFICER'S REPLY

EDB223

(Question Serial No. 0946)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government has proposed to earmark \$2.5 billion to set up a new Student Activities Support Fund. The Fund will continue to provide support for students with financial needs to participate in life-wide learning activities for whole-person development. In this connection, please list out the detailed funding arrangements of the Fund, including the eligibility criteria, scope of funding, estimated number of student beneficiaries, operating expenses of the Fund and manpower required.

Asked by: Hon YUNG Hoi-yan (Member Question No. (LegCo use): 51)

Reply:

As the Hong Kong Jockey Club Life-wide Learning Fund is coming to an end, the Government has earmarked \$2.5 billion to set up a new Student Activities Support Fund (SAS Fund) to continue to provide support for students with financial needs to participate in life-wide learning activities. The investment income of the SAS Fund will be used to subsidise public sector and Direct Subsidy Scheme schools in providing support for primary and secondary students with financial needs to participate in life-wide learning activities organised or recognised by the schools with a view to promoting whole-person development. The mode of operation of the SAS Fund will mainly make reference to the current practices of the Hong Kong Jockey Club Life-wide Learning Fund. The initial plan is that the amount of provision for each school will be calculated based on the number of its students receiving the Comprehensive Social Security Assistance and the number of those on full grant under the School Textbook Assistance Scheme. There will be two different subsidy rates for primary and secondary students respectively in the calculation of the subsidy. We are currently formulating the operational details of the SAS Fund, and will consult the Legislative Council in due course. The relevant operating and manpower expenses of the SAS Fund are subsumed under the overall expenditure of the Education Bureau and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB224

(Question Serial No. 0947)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding strengthening the STEM (Science, Technology, Engineering and Mathematics) education, will the Government provide information of the following:

- (1) the details and expenditures of measures and initiatives for the implementation of STEM education in 2017-18; and
- (2) the detailed work plan, including the specific contents, implementation timetable, the expenditures and manpower involved for promoting STEM education in primary and secondary schools and tertiary institutions in 2018-19.

Asked by: Hon YUNG Hoi-yan (Member Question No. (LegCo use): 52)

Reply:

(1) and (2)

The Education Bureau (EDB) published the Report on “Promotion of STEM Education – Unleashing Potential in Innovation” in 2016, the recommended measures set out in the Report are being implemented progressively. In the 2017/18 school year, the EDB updated the curricula of the Science, Technology and Mathematics Education Key Learning Areas and published the “Computational Thinking Coding Education: Supplement to the Primary Curriculum”. We have also started organising related professional development programmes and developing learning and teaching resources for teachers. Starting from the 2017/18 school year, we have been organising the Intensive Training Programme on STEM Education for curriculum leaders of all public sector primary and secondary schools by batches with a view to further enhancing their professional capacity in holistic curriculum planning and leading the teaching force. In addition, we have set up a STEM Education Centre in the Arts and Technology Education Centre at Lok Fu to organise STEM-related learning activities and training programmes for students and teachers, and provide other support services. In the 2017/18 school year, we have established STEM education related learning communities among schools through the Professional Development Schools Scheme and the Quality Education Fund Thematic Networks to

facilitate the sharing of good practices and promote professional exchange. These initiatives will continue to be implemented in the 2018/19 school year. Regarding student activities, we have been collaborating with tertiary institutions and professional bodies to arrange more large-scale quality activities for students. The expenditure involved in promoting STEM education is subsumed under the overall expenditure of the EDB, and a breakdown of the expenditure in this regard is not available.

As regards the University Grants Committee (UGC)-funded universities, 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.

By launching the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), the EDB encourages the self-financing post-secondary education sector to offer designated programmes in disciplines including computer science and financial technology to nurture talent in support of specific industries with keen demand for human resources. Starting from the 2015/16 academic year, the SSSDP subsidises about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines on a pilot basis. As announced in the 2017 Policy Address, the SSSDP will be regularised from the 2018/19 academic year with an increase in the 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. In the 2018/19 academic year, there are a total of 37 programmes offered under the SSSDP, including 5 computer science programmes and 4 financial technology programmes which provide 306 and 265 subsidised first-year intake places respectively. The funding provision for the 2018/19 academic year is estimated at around \$40 million.

The Vocational Training Council (VTC) is also committed to supporting and promoting STEM education. VTC has officially set up the VTC STEM Education Centres in May 2017 to enhance the teaching and learning of STEM-related subjects through the development of various technological applications and the support of state-of-the-art teaching facilities. The Centres also make use of Virtual Reality (VR) and Augmented Reality (AR) technologies to provide simulated workplace training for students. These technologies are also applied to the teaching and learning of various programmes, including building services, engineering, aircraft maintenance, automotive engineering and horticulture, to enhance teaching effectiveness and train up effective VPET personnel who excel in practical know-how. Furthermore, the Centres collaborate with the industry to create trade experience opportunities for students to experience the working environment of specific professions with the use of VR. The experience of working on high-rise pylon offered in cooperation with CLP is one of the examples. The Centres also organise various kinds of STEM workshops and large-scale competitions to arouse the interest of primary and secondary students in science subjects, increase the popularity of STEM education, and motivate the younger generation to acquire knowledge in STEM-related disciplines. Up to the 2017-18 financial year, the Government has allocated a total of about \$21.5 million to support VTC in the establishment of VTC STEM Education Centres and provision of teaching facilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB225

(Question Serial No. 0948)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Administration indicated that it would continue to monitor the implementation of the Pilot Training and Support Scheme and conduct a review. Meanwhile, it is preparing for the regularisation of the Scheme. In this regard, would the Administration please advise:

- (1) the number of participants and related expenditure of the Scheme, by school year and industry, in 2017-18;
- (2) the estimated expenditure and expected number of beneficiaries of the Scheme, and whether it would consider to further extend the Scheme to cover more industries in 2018-19;
- (3) whether it would allocate more resources to arrange more vocational taster programmes for secondary school students in order to enhance their understanding on different professions and the relevant career and progression pathways. If yes, what are the details? If no, what are the reasons?

Asked by: Hon YUNG Hoi-yan (Member Question No. (LegCo use): 53)

Reply:

- (1) The Government has implemented the Pilot Training and Support Scheme (the Pilot Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year (AY). Under the collaboration of the Government and participating industries, the Pilot Scheme has integrated structured apprenticeship training programmes and clear career progression pathways, so that young people can learn professional knowledge and skills while obtaining a stable income. The provision for the Pilot Scheme is used to cover the allowance granted to trainees. The expenditure on the allowance was about \$60 million in 2017-18.

As at 28 February 2018, the Pilot Scheme has benefitted close to 3 500 trainees. A breakdown by AY and industry is tabulated below:

	Number of new beneficiaries			
	2014/15 AY	2015/16 AY	2016/17 AY	2017/18 AY (as at 28 February 2018)
Electrical & Mechanical Engineering and Construction	285	887	989	871
Testing and Certification	-	21	15	14
Medical Centre Operations	-	-	12	4
Watch and Clock	-	12	10	5
Printing	-	7	7	8
Automobile	-	81	113	133
Sub-total	285	1 008	1 146	1 035
Total	3 474			

- (2) In 2018-19, the estimated number of beneficiaries and the expenditure on the allowance under the Pilot Scheme are about 1 050 and \$68 million respectively. This year, the Government will review the implementation of the Pilot Scheme and explore with the VTC ways to enhance relevant arrangements under the Pilot Scheme, including the need to include new industries or trades.
- (3) The Education Bureau (EDB) has, starting from the 2014/15 school year, provided a recurrent Career and Life Planning Grant (CLPG) (\$580,000 in the 2017/18 school year) for each public sector school operating classes at senior secondary levels, granting flexibility for schools to convert the CLPG into regular teaching posts from the 2016/17 school year onwards with a view to strengthening the provision of life planning education and career guidance services in secondary schools. Enhancing the provision of life planning education in secondary schools enables students to have a better understanding of vocational education programmes and related industries. Since the 2015/16 school year, the EDB has also enhanced and reinforced the Business-School Partnership Programme, and strengthened partnership between business organisations and schools with a view to enriching students' understanding of different trades and preparing them for employment in the future through a variety of activities, including career talks, workplace visits, mentorship programmes, work experience programmes, competitions and workshops.

Moreover, the EDB will set up a task force on the promotion of vocational and professional education and training (VPET) (the task force) to review how VPET can be better promoted to cater for students' diverse abilities and interests; and how to foster closer business-school collaboration to meet the manpower needs of Hong Kong. As part of the scope of study, the task force will explore ways to help secondary school students gain a better understanding of various professions, as well as the related careers and progression pathways.

- End -

CONTROLLING OFFICER'S REPLY**EDB226****(Question Serial No. 2636)**

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 table form the respective expenditures involved in recovering student loans in arrears by the Working Family and Student Financial Assistance Agency (WFSFAA), as well as the numbers of defaulters, the average debt age and the amounts in arrears in the past 5 years.
2. What are the number of defaulters whose debts are still being recovered by the WFSFAA, the average debt age and average amount in arrears as at the end of 2017? What is the estimated expenditure for recovering student loans in arrears by the WFSFAA in 2017-18?
3. Please provide in table form the respective numbers of loan borrowers who are repaying their loans, the average outstanding amounts and the average repayment periods per loan borrower as well as the total outstanding amounts in the past 5 years.

Year	Financial assistance scheme	Numbers of loan borrowers repaying their loans	Average annual loan principal repaid per loan borrower	Average annual amounts of interest paid per loan borrower	Average repayment period per loan borrower	Total outstanding amounts of all loan borrowers
2012-2013	TSFS					
	NLSFT					

	FASP					
	NLSPS					
	ENLS					
2013-2014	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2014-2015	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2015-2016	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2016-2017	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					

TSFS - Tertiary Student Finance Scheme - Publicly-funded Programmes

NLSFT - Non-means-tested Loan Scheme for Full-time Tertiary Students

FASP - Financial Assistance Scheme for Post-secondary Students

NLSPS - Non-means-tested Loan Scheme for Post-secondary Students

ENLS - Extended Non-means-tested Loan Scheme

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 28)

Reply:

1.&2. The 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 are as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Expenditure involved in recovering student loans ^{\$} (\$ million)	22.0	24.3	27.6	28.8	32.2
No. of default cases [#]					
(i) in which the Student Finance Office (SFO) of the WFSFAA had initiated recovery action against the defaulters and the indemnifiers concerned	7 017	4 089	2 491	2 713	2 489
(ii) in which legal recovery action had been initiated [^]	8 644	9 847	9 889	9 482	8 840
Total	15 661	13 936	12 380	12 195	11 329
Amount in default [~] (\$ million)	253.29	224.08	202.85	191.53	177.12
Average amount in default (\$)	16,173	16,079	16,385	15,706	15,634

- § Mainly for salaries provision for staff members (including civil servants and non-civil service contract (NCSC) staff of SFO and the Department of Justice (DoJ)) involved in the work.
- # The numbers of default cases in the 2012/13 to 2016/17 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2013, 31 July 2014, 31 July 2015, 31 July 2016 and 31 July 2017) respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.
- ^ The figures include those cases 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 applications / write-off applications were being processed by SFO.
- ~ The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising 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 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	2 489
(ii) 1 year or above	2 025	100	0	0	0
Total	7 017	4 089	2 491	2 713	2 489

- + The figures exclude default cases in which legal recovery action had been initiated, including those cases 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 being processed by SFO.

In the 2017/18 academic year, the estimated expenditure involved in recovering defaulted student loans is \$35.6 million. It is mainly for salaries provision for staff members (including civil servants and NCSC staff of both SFO and the DoJ) involved in the work.

3. In the 2012/13 to 2016/17 academic years, the respective numbers of loan repayment accounts, the average annual amounts of loan principal repaid, the average annual amounts of interest paid, the repayment period and the amounts of outstanding loan principal under repayment under the TSFS, NLSFT, FASP, NLSPS and ENLS are set out as follows –

Academic year	Financial assistance scheme	No. of loan repayment accounts	Average annual amount of principal repaid (\$)	Average annual amount of interest paid (\$)	Average repayment period	Amount of outstanding loan principal under repayment (\$ million)
2012/13	TSFS	27 377	10,515.34	287.08	Standard repayment period is 15 years*	762.11
	NLSFT	22 148	9,210.98	1,486.01		845.01
	FASP	21 926	4,917.72	165.57		620.96
	NLSPS	25 159	11,096.98	1,959.64		1,675.47
	ENLS	67 396	5,640.46	936.57		1,871.28
2013/14	TSFS	25 446	9,675.93	296.87	Standard repayment period is 15 years *	785.81
	NLSFT	22 246	8,798.39	1,261.29		862.29
	FASP	24 753	5,413.59	186.42		704.81
	NLSPS	28 876	10,697.36	1,683.50		1,904.71
	ENLS	66 104	5,724.42	802.89		1,882.32
2014/15	TSFS	24 453	8,829.44	316.61	Standard repayment period is 15 years *	829.93
	NLSFT	22 594	8,890.11	1,198.51		909.61
	FASP	26 599	5,603.76	208.50		798.80
	NLSPS	32 548	10,501.85	1,544.00		2,117.00
	ENLS	64 318	5,763.35	796.93		1,902.74
2015/16	TSFS	23 756	7,949.28	340.69	Standard repayment period is 15 years *	883.27
	NLSFT	23 771	8,610.64	1,076.06		1,010.96
	FASP	26 959	5,383.98	235.86		865.40
	NLSPS	35 467	9,797.15	1,386.01		2,318.04
	ENLS	62 602	5,476.44	715.06		1,918.18
2016/17	TSFS	23 338	7,382.01	370.48	Standard repayment period is 15 years *	956.74
	NLSFT	25 228	9,026.96	1,073.47		1,166.45
	FASP	26 139	5,303.54	269.85		926.44
	NLSPS	38 358	10,270.95	1,416.02		2,627.34
	ENLS	60 132	5,826.04	742.65		1,904.42

* 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 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1860)

Head: (173) Working Family And Student Financial Assistance Agency

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

Item 803 One-off support grant for needy students in the 2018/19 School Year

Programme: (1) Student Assistant Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What are the estimated expenditure and work plan for the new item “One-off support grant for needy students in the 2018/19 School Year” in the next financial year? Why does the funding have to be sought in the context of the Appropriation Bill 2018 rather than making a separate application to the Finance Committee of the Legislative Council?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1122)

Reply:

The estimated expenditure for the item “One-off support grant for needy students in the 2018/19 School Year” is \$600 million. As far as the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency is concerned, all students at pre-primary to post-secondary level who are eligible to receive means-tested student financial assistance from SFO in the 2018/19 school year will each be provided with a one-off grant of \$2,000. SFO plans to disburse the one-off grant to eligible applicants for student financial assistance through autopay arrangement starting from October 2018. The estimated number of beneficiaries is around 300 000.

To include funding proposals for commitments under the General Revenue Account, including the proposed creation of a commitment item for the one-off grant, into the Estimates for scrutiny and approval by the Legislative Council (LegCo) in the context of the Appropriation Bill is not a new arrangement as the Government did brief the Finance Committee of the LegCo on such an arrangement in early 2015. We have briefed the LegCo Panel on Welfare Services on the proposal on 9 April 2018 (Members of the Panel on Education and the Panel on Manpower were also invited to join the discussion). Moreover, we have included the necessary provision for the proposal under the respective subhead of expenditure, and have provided appropriate details in the controlling officer's report for Members' scrutiny.

- End -

CONTROLLING OFFICER'S REPLY**EDB228****(Question Serial No. 2506)**

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:

Please provide in table form the numbers of loan borrowers who are still making repayment and the total outstanding amounts under various loan schemes; the total amounts of defaulted student loans borrowed by tertiary students and the loan repayment rates of various loan schemes in the past 3 years; the reasons for defaulted repayment; the numbers of loan borrowers seeking assistance of the Working Family and Student Financial Assistance Agency (WFSFAA); the measures taken by the WFSFAA; and the expenditure on recovering defaulted student loans.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. (LegCo use): 5)

Reply:

- (i)(a) 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 numbers of loan repayment accounts, the amounts of outstanding loan principal under repayment and the amounts in default as at 31 January 2018 are as follows –

(A) TSFS	
Number of loan repayment accounts	22 710
Amount of outstanding loan principal under repayment (\$ million)	914.83
Amount in default [@] (\$ million)	22.38
(B) FASP	
Number of loan repayment accounts	24 336
Amount of outstanding loan principal under repayment (\$ million)	864.57
Amount in default [@] (\$ million)	15.38
(C) NLSFT	
Number of loan repayment accounts	27 336
Amount of outstanding loan principal under repayment (\$ million)	1,416.14
Amount in default [@] (\$ million)	14.62
(D) NLSPS	
Number of loan repayment accounts	39 813
Amount of outstanding loan principal under repayment (\$ million)	2,776.09
Amount in default [@] (\$ million)	46.76
(E) ENLS	
Number of loan repayment accounts	60 079
Amount of outstanding loan principal under repayment (\$ million)	2,034.52
Amount in default [@] (\$ million)	69.37
Total	
Number of loan repayment accounts	174 274
Amount of outstanding loan principal under repayment (\$ million)	8,006.15
Amount in default [@] (\$ million)	168.51

[@] The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising in the 2017/18 academic year (as at 31 January 2018).

(i)(b) The loan repayment rates of TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2017/18 academic years are as follows –

	Academic Year		
	2015/16	2016/17	2017/18*
(A) TSFS			
Total amount demanded (\$ million)	196.51	179.40	91.54
Total amount settled [#] (\$ million)	191.77	176.05	86.19
Loan repayment rate	97.59%	98.13%	94.16%
(B) FASP			
Total amount demanded (\$ million)	176.34	162.62	78.70
Total amount settled [#] (\$ million)	165.25	155.46	70.29
Loan repayment rate	93.71%	95.60%	89.31%
(C) NLSFT			
Total amount demanded (\$ million)	237.64	255.14	145.57
Total amount settled [#] (\$ million)	232.07	250.88	135.33
Loan repayment rate	97.66%	98.33%	92.97%
(D) NLSPS			
Total amount demanded (\$ million)	424.28	454.79	245.19
Total amount settled [#] (\$ million)	393.87	433.18	212.90
Loan repayment rate	92.83%	95.25%	86.83%
(E) ENLS			
Total amount demanded (\$ million)	403.10	395.26	203.11
Total amount settled [#] (\$ million)	379.38	375.64	174.97
Loan repayment rate	94.12%	95.04%	86.15%
Total			
Total amount demanded (\$ million)	1,437.87	1,447.21	764.11
Total amount settled [#] (\$ million)	1,362.34	1,391.21	679.68
Loan repayment rate	94.75%	96.13%	88.95%

* As at 31 January 2018

- # 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 2018).
- (ii) We have appealed to student loan defaulters to approach the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency if they have financial difficulties in repaying their loans and have established a mechanism to handle their applications for loan restructuring or deferment of loan repayment. While some defaulters approached SFO to request for loan restructuring or deferment of loan repayment, some defaulters ignored the notices of repayment and reminders issued by SFO, and did not approach SFO for assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with SFO to repay by instalments. SFO is unable to ascertain the reasons of default for individual defaulters. As for student loan borrowers who approached SFO to apply for deferment of loan repayment, the main reasons were financial hardship, further full-time studies and serious illness.
- (iii) The numbers of applications for deferment of loan repayment made by student loan borrowers in the 2015/16 to 2017/18 academic years are set out below.

	Academic Year		
	2015/16	2016/17	2017/18*
Number of applications for deferment of loan repayment made by student loan borrowers (excluding defaulters) ⁺	4 129	3 618	1 844
Number of applications for deferment of loan repayment made by defaulters	1 194	1 140	453
Total	5 323	4 758	2 297

* As at 31 January 2018

⁺ Excluding applications from loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their studies. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets and was made a standing arrangement in the 2014 Policy Address to alleviate the financial burden of fresh graduates.

- (iv) The Government reviews the student loan repayment arrangements 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 the TSFS and FASP from 2.5% to 1% per annum (interest free during the study period) since the 2012/13 academic year. The standard repayment period has also been extended from 5 years to 15 years. To tie in with the arrangements of means-tested loan schemes, the standard repayment period of the 3 non-means-tested loan schemes has also been extended from 10 years to 15 years since the 2012/13 academic year. The prevailing interest rate is 1.132% per annum.

To ease the financial burden of loan borrowers upon graduation and to allow them more time to seek a stable job, loan borrowers are given the option of starting the student loan repayment 1 year upon completion of their studies. Loan borrowers

who have difficulty in repaying their loans on grounds of financial hardship, serious illnesses or further full-time studies may apply for a deferment of loan repayment. If their deferment applications are approved, a maximum of 2 years' interest-free extension of the loan repayment period may be allowed, which means that the entire repayment period can be extended up to 17 years. These measures can alleviate the repayment burden of student loan borrowers.

We will also continue to implement enhanced measures to prevent student loan borrowers from becoming defaulters through sending them short messaging service (SMS) earlier to remind them to repay on time and settle the arrears, 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 SFO website, enhancing collaboration with tertiary 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 assistance from SFO at an earlier stage when they have difficulty in repaying the student loans.

- (v) In the 2015/16 to 2017/18 academic years, the total expenditure involved in recovering defaulted student loans is set out below.

	Academic Year		
	2015/16	2016/17	2017/18
Total expenditure[^] (\$ million)	28.8	32.2	35.6 ^{^^}

[^] Mainly for salaries provision for staff members (including civil servants and non-civil service contract staff of SFO and the Department of Justice) involved in the work.

^{^^} Estimated expenditure for the 2017/18 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB229****(Question Serial No. 2963)**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 relevant figures of the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) over the past 3 years, including the number of students eligible for fee remission, the level and total amount of fee remission, as well as the provision earmarked for KCFRS and manpower arrangement for the coming year.

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

In the school years from the 2015/16 to 2017/18 (as at 31 January 2018), the numbers of beneficiaries under the KCFRS with a breakdown by level of fee remission and the total amount of subsidy disbursed are as follows -

School year	Breakdown of beneficiaries by level of fee remission			Total amount of subsidy disbursed (\$ million)
	100%	75%	50%	
2015/16	23 819	3 176	13 282	542.5
2016/17	23 885	3 535	14 112	616.0
2017/18# (As at 31 January 2018)	13 818	2 183	8 264	140.6

The number of beneficiaries under the KCFRS in the 2017/18 school year does not include students who have passed the means test but need not pay school fees under the new kindergarten education scheme.

The estimated expenditure of the KCFRS in the 2018/19 school year is around \$331.6 million. Applications for the KCFRS are processed by existing staff who handle the

various financial assistance schemes for secondary, primary and pre-primary students. As at 31 January 2018, 201 staff were involved.

- End -

CONTROLLING OFFICER'S REPLY**EDB230****(Question Serial No. 2970)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (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:

What are the respective amounts of study interest received by the Government under various Non-means-tested Loan Schemes (NLS) in the past 5 years? Please provide a breakdown by the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS).

Moreover, please provide the respective numbers of applications, the numbers of applications approved, the average amounts of loans disbursed, the average interest rates, the average repayment periods, the average amounts of interest paid, the average amounts of loans repaid, the total amounts of loans disbursed, the total amounts of interest paid and the total amounts of loans repaid under various NLS in the past 5 years.

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 18)

Reply:

The respective amounts of study interest received by the Government under the NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are tabulated as follows—

Scheme	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
	(\$ million)				
A. NLSFT	14.55	13.59	12.58	12.19	6.16
B. NLSPS	22.33	22.33	21.18	21.93	10.87
C. ENLS	23.31	21.48	18.36	17.13	7.86

* As at 31 January 2018

The information on student financial assistance provided to students under the NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years is as follows –

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
A. NLSFT					
Number of applications	10 493	12 746	14 471	15 337	15 393
Number of applications approved	10 422	12 011	13 271	14 132	13 769
Average amount of loans disbursed (\$)	37,892	38,533	38,749	38,838	39,338
Total amount of loans disbursed (\$ million)	355.54	398.59	425.23	446.79	433.31
B. NLSPS					
Number of applications	19 646	19 250	20 752	20 996	16 661
Number of applications approved	19 216	18 829	20 216	20 520	14 757
Average amount of loans disbursed (\$)	53,587	57,289	59,528	60,424	48,038
Total amount of loans disbursed (\$ million)	650.55	708.04	792.14	827.93	556.91
C. ENLS					
Number of applications	7 863	7 287	6 883	6 908	5 654
Number of applications approved	7 863	7 287	6 883	6 908	5 389
Average amount of loans disbursed (\$)	49,936	53,254	54,904	57,808	48,484
Total amount of loans disbursed (\$ million)	360.09	353.45	347.38	366.39	241.84

* As at 31 January 2018

The prevailing interest rate of the above 3 NLS is 1.132% per annum. 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 NLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

We do not keep track of the students' repayment based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times.

The average annual amounts of interest paid, average annual amounts of loans repaid (interest included), total amounts of interest paid and total amounts of loans repaid for the loan repayment accounts under the NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows –

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
A. NLSFT					
Average annual amount of interest paid (\$)	1,261.29	1,198.51	1,076.06	1,073.47	503.80
Average annual amount of loans repaid (\$)	10,059.69	10,088.62	9,686.70	10,100.42	5,203.72
Total amount of interest paid (\$ million)	28.06	27.07	25.58	27.08	13.77
Total amount of loans repaid (\$ million)	223.79	227.94	230.26	254.81	142.25
B. NLSPS					
Average annual amount of interest paid (\$)	1,683.50	1,544.00	1,386.01	1,416.02	671.28
Average annual amount of loans repaid (\$)	12,380.85	12,045.85	11,183.15	11,686.96	5,871.48
Total amount of interest paid (\$ million)	48.61	50.25	49.16	54.32	26.73
Total amount of loans repaid (\$ million)	357.51	392.07	396.63	448.29	233.76
C. ENLS					
Average annual amount of interest paid (\$)	802.89	796.93	715.06	742.65	361.57
Average annual amount of loans repaid (\$)	6,527.31	6,560.28	6,191.50	6,568.69	3,334.38
Total amount of interest paid (\$ million)	53.07	51.25	44.76	44.66	21.72
Total amount of loans repaid (\$ million)	431.48	421.94	387.60	394.99	200.33

* As at 31 January 2018

- End -

CONTROLLING OFFICER'S REPLY

EDB231

(Question Serial No. 0033)

Head: (173) Working Family and Student Financial Assistance Agency

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

Item 803 One-off support grant for needy students in the
2018/19 School Year

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 “providing a one-off grant of \$2,000 to each student in need” mentioned by the Financial Secretary in paragraph 187(e) of the Budget speech, please provide details of the grant scheme and –

- (i) a breakdown of the numbers of student beneficiaries in kindergartens, primary schools, secondary schools and post-secondary institutions;
- (ii) the timetable for application and disbursement;
- (iii) the way of disbursement; and
- (iv) the eligibility criteria of the grant.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 11)

Reply:

The Government proposes that a one-off grant of \$2,000 be provided to needy students ranging from pre-primary to post-secondary level to support their learning. Details regarding the number of beneficiaries, the eligibility criteria of the grant, the timetable for applications and disbursement as well as the way of disbursement are provided as follows -

Students ranging from pre-primary to post-secondary level who apply for and are assessed as eligible for any means-tested financial assistance offered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the 2018/19 academic year will automatically be provided with a one-off grant of \$2,000. Eligible students do not have to submit a separate application to SFO for the said grant. Subject to the approval of the Appropriation Bill 2018 by the Legislative Council, SFO anticipates that the grant will be disbursed to eligible applicants in batches through autopay arrangement starting from October 2018. It is expected that the grant will benefit about 300 000 students, including 40 000 pre-primary children, 220 000 primary and secondary students and 40 000 post-secondary students.

- End -

CONTROLLING OFFICER'S REPLY

EDB232

(Question Serial No. 0046)

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 following information in respect of the Tertiary Student Finance Scheme - Publicly-funded programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) in the past 5 academic years:
- (i) the number of applications
 - (ii) the number of applications approved
 - (iii) the number of students receiving grant
 - (iv) the number of students receiving full grant
 - (v) the average grant amount disbursed
 - (vi) the number of students receiving loans

- (vii) the average loan amount disbursed
 - (viii) the total amount of assistance disbursed;
- (b) Please provide the respective numbers 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, average, lowest and median) and the length of repayment period in the past 5 academic years;
- (c) Please provide the respective numbers of students receiving grant and full grant as well as the amount of grant under the TSFS and FASP by institution in the past 5 academic years; and
- (d) Please provide the average loan amount, median loan amount, average monthly repayment amount, median monthly repayment amount and default rate among tertiary students who obtained loans from the Student Finance Office in the past 5 academic years.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 24)

Reply:

- (a) The information on student financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years is as follows –

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(A) TSFS					
Number of applications	32 147	31 010	29 828	27 991	25 856
Number of applications approved	28 701	26 802	25 172	23 364	20 388
Number of students receiving grant	28 628	26 734	25 117	23 319	20 359
Number of students receiving full grant	17 023	16 418	15 869	15 171	13 737
Average grant amount disbursed (\$)	36,501	38,351	39,386	40,259	41,225
Number of students receiving loans	8 704	7 624	6 623	5 742	4 267
Average loan amount disbursed (\$)	29,997	31,367	32,940	36,716	38,347
Total amount of assistance disbursed (\$ million)	1,306.03	1,264.43	1,207.41	1,149.62	1,002.92

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(B) FASP					
Number of applications	31 402	27 367	26 817	24 809	22 444
Number of applications approved	26 657	23 002	22 106	20 236	15 982
Number of students receiving grant	26 631	22 980	22 083	20 212	15 973
Number of students receiving full grant	16 227	14 162	13 852	13 060	7 748
Average grant amount disbursed (\$)	44,576	48,133	50,088	51,892	43,088
Number of students receiving loans	7 366	6 076	5 081	4 643	3 274
Average loan amount disbursed (\$)	31,366	32,986	35,446	38,873	33,452
Total amount of assistance disbursed (\$ million)	1,418.15	1,306.52	1,286.20	1,229.33	797.76
(C) NLSFT					
Number of applications	10 493	12 746	14 471	15 337	15 393
Number of applications approved	10 422	12 011	13 271	14 132	13 769
Number of students receiving loans	9 383	10 344	10 974	11 504	11 015
Average loan amount disbursed (\$)	37,892	38,533	38,749	38,838	39,338
Total amount of loans disbursed (\$ million)	355.54	398.59	425.23	446.79	433.31
(D) NLSPS					
Number of applications	19 646	19 250	20 752	20 996	16 661
Number of applications approved	19 216	18 829	20 216	20 520	14 757
Number of students receiving loans	12 140	12 359	13 307	13 702	11 593
Average loan amount disbursed (\$)	53,587	57,289	59,528	60,424	48,038
Total amount of loans disbursed (\$ million)	650.55	708.04	792.14	827.93	556.91

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(E) ENLS					
Number of applications	7 863	7 287	6 883	6 908	5 654
Number of applications approved	7 863	7 287	6 883	6 908	5 389
Number of students receiving loans	7 211	6 637	6 327	6 338	4 988
Average loan amount disbursed (\$)	49,936	53,254	54,904	57,808	48,484
Total amount of loans disbursed (\$ million)	360.09	353.45	347.38	366.39	241.84

* As at 31 January 2018

- (b) The numbers of student loan borrowers in different institutions, the numbers of student loan borrowers by different level of study, and the lowest, average, median and highest amounts of loans disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS are appended below.
- (i) The numbers of student loan borrowers in different institutions under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(a) City University of Hong Kong	1 212	1 068	889	766	616
(b) Hong Kong Baptist University	646	561	489	456	363
(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	1 150	993	948	828	632
(d) The Hong Kong University of Science and Technology	673	581	505	425	337
(e) Lingnan University	360	326	266	228	140
(f) The Chinese University of Hong Kong	1 348	1 198	1 089	906	632
(g) The Education University of Hong Kong	646	527	424	368	238

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(h) The Hong Kong Academy for Performing Arts	59	59	58	47	36
(i) The Hong Kong Polytechnic University	1 623	1 454	1 198	1 052	737
(j) The Prince Philip Dental Hospital	1	1	1	4	3
(k) The University of Hong Kong	986	856	756	662	533
Total	8 704	7 624	6 623	5 742	4 267

(B) FASP

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	899	676	445	443	241
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	486	385	356	315	224
(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	853	711	580	552	405
(d) The Hong Kong University of Science and Technology	1	0	1	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	301	82	47	55	37
(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	223	174	145	114	74
(g) The Education University of Hong Kong	200	167	173	127	70
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 045	877	691	636	520

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(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	804	521	456	414	258
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	123	129	121	155	119
(k) Centennial College	30	25	15	12	9
(l) Chu Hai College of Higher Education	206	186	137	80	42
(m) Gratia Christian College	0	0	3	7	4
(n) Hang Seng Management College	325	338	300	263	187
(o) Hong Kong Art School	12	15	3	6	4
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	67	45	34	30	21
(q) Hong Kong Institute of Technology	35	32	23	14	10
(r) Hong Kong Nang Yan College of Higher Education	1	4	6	3	4
(s) Hong Kong Shue Yan University	562	460	360	263	178
(t) Kaplan Business and Accountancy School	1	0	0	0	0
(u) Sacred Heart Canossian College of Commerce	3	0	0	0	0
(v) Savannah College of Arts and Design, Inc.	3	3	6	3	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	100	93	78	59	50
(x) School of Nursing, Hong Kong Baptist Hospital	0	4	12	7	2
(y) School of Nursing, Union Hospital	0	10	16	3	4
(z) St. Teresa's Hospital School of Nursing	10	11	15	13	7

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	833	880	836	817	595
(ab) Tung Wah College	237	245	212	240	199
(ac) Yew Chung Community College	4	2	7	7	6
(ad) YMCA College of Careers	2	1	3	4	2
Total	7 366	6 076	5 081	4 643	3 274

(C) NLSFT

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(a) City University of Hong Kong	1 374	1 607	1 781	1 790	1 722
(b) Hong Kong Baptist University	771	849	897	961	903
(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	1 341	1 343	1 493	1 586	1 412
(d) The Hong Kong University of Science and Technology	797	831	891	857	898
(e) Lingnan University	367	397	375	422	379
(f) The Chinese University of Hong Kong	1 364	1 532	1 588	1 710	1 720
(g) The Education University of Hong Kong	580	603	581	642	549
(h) The Hong Kong Academy for Performing Arts	113	116	116	126	126
(i) The Hong Kong Polytechnic University	1 501	1 703	1 830	1 934	1 871
(j) The Prince Philip Dental Hospital	3	4	4	5	3
(k) The University of Hong Kong	1 172	1 359	1 418	1 471	1 432
Total	9 383	10 344	10 974	11 504	11 015

(D) NLSPS

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 470	1 337	1 127	1 161	867
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	873	899	1 008	1 060	948
(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	1 383	1 570	1 674	1 714	1 428
(d) The Hong Kong University of Science and Technology	1	3	6	2	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	555	224	152	162	148
(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	415	392	405	376	248
(g) The Education University of Hong Kong	363	347	416	390	264
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 711	1 687	1 817	2 024	1 970
(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	1 412	1 174	1 292	1 321	995
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	173	239	350	422	413
(k) Centennial College	72	93	89	54	24

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(l) Chu Hai College of Higher Education	343	343	342	210	134
(m) Gratia Christian College	0	0	7	13	14
(n) Hang Seng Management College	700	897	1 024	1 046	958
(o) Hong Kong Art School	40	42	35	44	8
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	149	101	66	51	65
(q) Hong Kong Institute of Technology	31	50	63	57	26
(r) Hong Kong Nang Yan College of Higher Education	4	7	9	10	4
(s) Hong Kong Shue Yan University	626	733	792	746	562
(t) Kaplan Business and Accountancy School	5	0	0	0	0
(u) Sacred Heart Canossian College of Commerce	7	0	0	0	0
(v) Savannah College of Arts and Design, Inc.	67	59	53	55	37
(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	100	114	121	131	119
(x) School of Nursing, Hong Kong Baptist Hospital	0	7	25	12	7
(y) School of Nursing, Union Hospital	0	11	23	9	15
(z) St. Teresa's Hospital School of Nursing	14	24	26	31	25
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	1 053	1 363	1 736	1 898	1 689
(ab) Tung Wah College	545	619	595	636	579
(ac) Yew Chung Community College	15	16	42	52	40
(ad) YMCA College of Careers	13	8	12	15	6
Total	12 140	12 359	13 307	13 702	11 593

* As at 31 January 2018

(E) ENLS[@]

The numbers of students receiving loans in respect of each of the 5 categories of eligible courses/course providers under the ENLS in the 2013/14 to 2017/18 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
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	3 644	3 215	3 077	3 045	2 506
Category 2 – Courses under Diploma Yi Jin	925	872	870	948	798
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	4	1	1	0	1
Category 4 – Training or development courses provided or funded by local statutory bodies	5	2	7	5	0
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	2 638	2 405	2 358	1 687
Total	7 285^{##}	6 728^{##}	6 360^{##}	6 356^{##}	4 992^{##}

* As at 31 January 2018

@ 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 numbers of students receiving loans in respect of each category of eligible courses/course providers under the ENLS is provided.

Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loans by category is larger than the figure in (a) above.

(ii) The numbers of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2013/14 to 2017/18 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Degree or above	7 142	6 319	5 442	4 695	3 507
Sub-degree	1 562	1 305	1 181	1 047	760
Total	8 704	7 624	6 623	5 742	4 267

(B) FASP

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Degree / Top-up degree	3 293	3 415	2 880	2 570	1 829
Sub-degree	4 073	2 661	2 201	2 073	1 445
Total	7 366	6 076	5 081	4 643	3 274

(C) NLSFT

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Degree or above	7 663	8 660	9 135	9 593	9 348
Sub-degree	1 720	1 684	1 839	1 911	1 667
Total	9 383	10 344	10 974	11 504	11 015

(D) NLSPS

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Degree / Top-up degree	5 284	6 990	7 792	7 790	6 573
Sub-degree	6 856	5 369	5 515	5 912	5 020
Total	12 140	12 359	13 307	13 702	11 593

* As at 31 January 2018

As for the ENLS, we do not maintain information on the numbers of student loan borrowers by different 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 2013/14 to 2017/18 academic years are as follows –

Loan Disbursed (\$)	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(A) TSFS (loans are to cover living expenses)					
Lowest	2,040	3,180	1,700	3,627	3,707
Average	29,997	31,367	32,940	36,716	38,347
Median	40,000	40,000	42,100	48,000	49,430
Highest **	61,440	63,780	66,460	72,555	74,145
(B) FASP (loans are to cover living expenses)					
Lowest	2,000	2,126	870	1,200	2,224
Average	31,366	32,986	35,446	38,873	33,452
Median	40,960	42,520	44,310	48,370	24,715
Highest **	68,110	71,580	75,590	78,610	74,145
(C) NLSFT (loans are to cover tuition fees)					
Lowest	3,900	1,035	215	4,215	1,000
Average	37,892	38,533	38,749	38,838	39,338
Median	42,100	42,100	42,100	42,100	42,100
Highest	43,940	51,310	51,310	84,200	55,570
(D) NLSPS (loans are to cover tuition fees)					
Lowest	1,190	510	1,810	1,390	883
Average	53,587	57,289	59,528	60,424	48,038
Median	50,400	52,560	55,000	55,000	51,150
Highest	341,064	261,911	267,143	272,723	278,303
(E) ENLS (loans are to cover tuition fees)					
Lowest	3,000	1,500	3,000	2,570	2,840
Average	49,936	53,254	54,904	57,808	48,484
Median	38,800	41,400	42,800	45,920	47,000
Highest	312,300	325,700	340,000	350,200	358,600

* As at 31 January 2018

** 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 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

- (c) The numbers of students receiving grant and receiving full grant under the TSFS and FASP in different institutions in the 2013/14 to 2017/18 academic years are as follows–

(A) TSFS

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(a) City University of Hong Kong					
Number of students receiving grant	3 529	3 307	3 004	2 840	2 554
Number of students receiving full grant	2 056	2 009	1 868	1 819	1 667
(b) Hong Kong Baptist University					
Number of students receiving grant	1 887	1 856	1 798	1 733	1 591
Number of students receiving full grant	1 133	1 128	1 120	1 096	1 035
(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	7 453	6 591	6 271	5 748	4 678
Number of students receiving full grant	4 604	4 297	4 203	4 039	3 457
(d) The Hong Kong University of Science and Technology					
Number of students receiving grant	1 814	1 682	1 564	1 435	1 259
Number of students receiving full grant	1 013	991	963	890	805
(e) Lingnan University					
Number of students receiving grant	936	897	841	789	660
Number of students receiving full grant	590	558	537	507	447
(f) The Chinese University of Hong Kong					
Number of students receiving grant	3 779	3 642	3 440	3 061	2 775
Number of students receiving full grant	2 193	2 107	2 046	1 931	1 801

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(g) The Education University of Hong Kong					
Number of students receiving grant	1 688	1 515	1 429	1 359	1 193
Number of students receiving full grant	998	949	937	891	831
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grant	147	146	139	140	113
Number of students receiving full grant	86	90	94	96	84
(i) The Hong Kong Polytechnic University					
Number of students receiving grant	5 042	4 790	4 396	4 066	3 511
Number of students receiving full grant	2 973	2 904	2 735	2 560	2 295
(j) The Prince Philip Dental Hospital					
Number of students receiving grant	8	9	8	12	10
Number of students receiving full grant	5	5	5	9	7
(k) The University of Hong Kong					
Number of students receiving grant	2 345	2 299	2 227	2 136	2 015
Number of students receiving full grant	1 372	1 380	1 361	1 333	1 308
Total					
Number of students receiving grant	28 628	26 734	25 117	23 319	20 359
Number of students receiving full grant	17 023	16 418	15 869	15 171	13 737

(B) FASP

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education					
Number of students receiving grant	2 930	2 550	2 043	1 997	1 375
Number of students receiving full grant	1 822	1 598	1 207	1 258	133
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving grant	1 562	1 337	1 415	1 375	1 060
Number of students receiving full grant	981	825	896	890	751
(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	4 075	3 542	3 144	2 780	2 123
Number of students receiving full grant	2 527	2 271	2 077	1 862	1 566
(d) The Hong Kong University of Science and Technology					
Number of students receiving grant	7	2	7	3	1
Number of students receiving full grant	5	1	5	1	1
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grant	1 611	395	305	276	217
Number of students receiving full grant	1 059	248	202	190	165
(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	1 037	828	687	556	404
Number of students receiving full grant	636	510	446	362	302
(g) The Education University of Hong Kong					
Number of students receiving grant	513	445	505	391	301

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of students receiving full grant	308	279	331	253	213
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grant	3 836	3 441	3 321	3 128	2 888
Number of students receiving full grant	2 150	2 095	2 070	1 991	1 468
(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	3 620	2 499	2 384	2 034	1 447
Number of students receiving full grant	2 240	1 610	1 531	1 338	1 039
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grant	383	408	449	506	451
Number of students receiving full grant	251	237	296	358	331
(k) Centennial College					
Number of students receiving grant	75	90	79	37	21
Number of students receiving full grant	51	63	48	22	16
(l) Chu Hai College of Higher Education					
Number of students receiving grant	569	563	485	267	160
Number of students receiving full grant	357	339	291	157	113
(m) Gratia Christian College					
Number of students receiving grant	0	0	9	13	18
Number of students receiving full grant	0	0	6	8	13
(n) Hang Seng Management College					
Number of students receiving grant	965	1 089	1 075	930	860

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of students receiving full grant	584	653	645	573	582
(o) Hong Kong Art School					
Number of students receiving grant	44	38	30	23	9
Number of students receiving full grant	24	22	17	11	6
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grant	245	184	169	140	81
Number of students receiving full grant	162	116	117	96	63
(q) Hong Kong Institute of Technology					
Number of students receiving grant	120	113	127	111	66
Number of students receiving full grant	76	75	90	74	50
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grant	6	12	17	20	16
Number of students receiving full grant	3	7	13	15	13
(s) Hong Kong Shue Yan University					
Number of students receiving grant	1 639	1 506	1 466	1 230	922
Number of students receiving full grant	941	859	883	777	602
(t) Kaplan Business and Accountancy School					
Number of students receiving grant	1	0	0	0	0
Number of students receiving full grant	0	0	0	0	0
(u) Sacred Heart Canossian College of Commerce					
Number of students receiving grant	25	0	0	0	0
Number of students receiving full grant	14	0	0	0	0

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(v) Savannah College of Arts and Design, Inc.					
Number of students receiving grant	5	5	7	8	5
Number of students receiving full grant	4	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	258	260	247	224	188
Number of students receiving full grant	160	152	159	142	1
(x) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grant	0	31	35	30	7
Number of students receiving full grant	0	13	20	20	6
(y) School of Nursing, Union Hospital					
Number of students receiving grant	0	27	39	8	17
Number of students receiving full grant	0	20	22	3	8
(z) St. Teresa's Hospital School of Nursing					
Number of students receiving grant	20	37	40	41	30
Number of students receiving full grant	8	24	29	27	0
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grant	2 633	3 105	3 485	3 476	2 723
Number of students receiving full grant	1 601	1 843	2 118	2 234	266
(ab) Tung Wah College					
Number of students receiving grant	426	447	454	539	535
Number of students receiving full grant	247	280	288	347	2

Institution	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(ac) Yew Chung Community College					
Number of students receiving grant	12	15	38	51	39
Number of students receiving full grant	6	13	28	35	26
(ad) YMCA College of Careers					
Number of students receiving grant	14	11	21	18	9
Number of students receiving full grant	10	5	13	12	8
Total					
Number of students receiving grant	26 631	22 980	22 083	20 212	15 973
Number of students receiving full grant	16 227	14 162	13 852	13 060	7 748

* As at 31 January 2018

- (d) The information on the average loan amount and the median loan amount of student loan borrowers who obtained loans under the TSFS, FASP, NLSFT, NLSFS and ENLS in the 2013/14 to 2017/18 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 on student loan borrowers who commenced loan repayment in the 2013/14 to 2016/17 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			
	2013/14	2014/15	2015/16	2016/17
(A) TSFS				
Average loan amount ^^	60,139	59,644	59,698	65,680
Median loan amount ^^	50,340	48,710	42,520	44,310
Average monthly loan repayment amount~	360	357	357	393
Median monthly loan repayment amount~	301	292	254	265
(B) FASP				
Average loan amount ^^	53,449	55,559	54,625	56,986

Loan/ Repayment Amount (\$)	Academic Year			
	2013/14	2014/15	2015/16	2016/17
Median loan amount ^^	39,650	40,960	42,000	42,520
Average monthly loan repayment amount~	320	333	327	341
Median monthly loan repayment amount~	237	245	251	254
(C) NLSFT				
Average loan amount ^^	73,315	71,033	75,326	86,862
Median loan amount ^^	65,075	60,500	63,150	84,200
Average monthly loan repayment amount~	470	448	475	540
Median monthly loan repayment amount~	417	381	398	523
(D) NLSPS				
Average loan amount ^^	96,805	89,425	103,757	122,390
Median loan amount ^^	84,600	85,867	91,350	100,800
Average monthly loan repayment amount~	621	564	654	761
Median monthly loan repayment amount~	542	541	576	627
(E) ENLS				
Average loan amount ^^	66,883	64,520	67,538	73,434
Median loan amount ^^	57,000	49,000	51,000	56,721
Average monthly loan repayment amount~	418	400	419	450
Median monthly loan repayment amount~	357	304	316	347

^^ 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 prevailing interest rate is 1% per annum. For the NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.132% per annum.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2017/18 academic year is not yet available.

We do not maintain information on the default rate^s 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 2013/14 to 2017/18 academic years is as follows –

Scheme	Academic Year				
	2013/14*	2014/15*	2015/16*	2016/17*	2017/18*
TSFS	5.69%	5.13%	5.02%	4.74%	4.85%
FASP	5.59%	5.33%	5.18%	5.04%	5.72%
NLSFT	5.79%	4.80%	4.53%	3.93%	3.36%
NLSPS	8.84%	7.54%	6.96%	6.14%	5.81%
ENLS	10.99%	9.59%	9.68%	9.24%	8.82%
Overall	8.32%	7.26%	7.07%	6.54%	6.32%

§ Student loan borrowers who fail to repay 2 or more consecutive quarterly instalments / 6 or more consecutive monthly instalments for 1 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 numbers of default cases in the 2013/14 to 2017/18 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2014, 31 July 2015, 31 July 2016 and 31 July 2017) and 31 January 2018 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

- End -

CONTROLLING OFFICER'S REPLY**EDB233****(Question Serial No. 0136)**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 table form detailed information on the titles of all publicly-funded scholarships, the average and median award values of each scholarship, as well as the numbers of local and non-local students awarded scholarships in the past 5 years (2013/14 to 2017/18).
2. Please provide, in the table below, information on non-local students awarded publicly-funded scholarships in the past 5 years (2013/14 to 2017/18), such as nationality/place of origin, average award value, median award value and the amount of public funds involved.

Table 2a

Title of scholarship	Number of non-local students awarded 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 awarded publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average award value	Median award value	Total amount of public funds 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 awarded such scholarships by institution, department and year of study in the past 5 years (2013/14 to 2017/18).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 37)

Reply:

1. Details of the publicly-funded scholarships administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the past 5 academic years from 2013/14 to 2017/18 are set out in Table 1 below:

Table 1

Title of scholarship	Academic year	Median award value (\$)	Average award value (\$)	Number of local awardees (%)	Number of non-local awardees (%)	Total amount of public funds involved (\$ million)
Scholarship for Prospective English Teachers ^a	2013/14	50,000	50,966	172 ^b (97.7%)	4 (2.3%)	8.97
	2014/15		50,347	171 ^b (98.8%)	2 (1.2%)	8.71
	2015/16		50,326	182 ^b (98.9%)	2 (1.1%)	9.26
	2016/17		50,317	187 ^b (98.9%)	2 (1.1%)	9.51
	2017/18*		50,343	173 ^b (98.9%)	2 (1.1%)	8.81

* As at 31 January 2018

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's 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's degree programmes at year 2 or above and/or teacher training programmes.
2. Tables 2a and 2b below list the information on non-local awardees of the publicly-funded scholarships in the past 5 academic years from 2013/14 to 2017/18:

Table 2a

Title of scholarship	Academic Year	Number of non-local awardees of publicly-funded scholarships								
		Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Singapore (%)
Scholarship for Prospective English	2013/14	4 (100%)	-	-	-	-	-	-	-	-
	2014/15	2 (100%)	-	-	-	-	-	-	-	-
	2015/16	1 (50%)	-	-	-	-	1 (50%)	-	-	-

Teachers	2016/17	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2017/18*	-	-	-	-	-	1 (50%)	-	-	1 (50%)

* As at 31 January 2018

Table 2b

Place of origin of non-local awardees of publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average award value (\$)	Median award value (\$)	Total amount of public funds involved (\$)
Mainland China					
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
2017/18*	1 (50%)	1	80,000	80,000	80,000
Singapore					
2016/17	1 (50%)	1	80,000	80,000	80,000
2017/18*	1 (50%)	1	80,000	80,000	80,000

* As at 31 January 2018

3. Details of the awardees of the Scholarship for Prospective English Teachers, which is the only publicly-funded university scholarship administered by the SFO, are listed in the tables below by year:

2013/14 Academic Year (Total: 172 Local + 4 Non-local Awardees)		
Institution	Year of Study	Faculty/Department/ 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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
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%)
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%)	Faculty of Humanities - local students:15 (83.3%) - non-local students:3 (16.7%)

Institution	Year of Study	Faculty/Department/ Programme of Study
	Year 3: - local students:6 (85.7%) - non-local students:1 (14.3%) Year 4: - local students:2 (50%) - non-local students:2 (50%)	
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:49 (100%) - non-local students:0 (0%)	Year 1: - local students:10 (100%) - non-local students:0 (0%) Year 2: - local students:19 (100%) - non-local students:0 (0%) Year 3: - local students:10 (100%) - non-local students:0 (0%) Year 4: - local students:10 (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:6 (100%) - non-local students:0 (0%)
		Faculty of Arts - local students:3 (100%) - non-local students:0 (0%)
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%)	Year 1:Nil Year 2:	School of Education and Languages - local students:1 (100%)

Institution	Year of Study	Faculty/Department/ Programme of Study
- non-local students:0 (0%)	- local students:1 (100%) - non-local students:0 (0%) Year 3:Nil Year 4:Nil	- non-local students:0 (0%)

2014/15 Academic Year (Total: 171 Local + 2 Non-local Awardees)		
Institution	Year of Study	Faculty/Department/ 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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
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%)	Faculty of Education - local students:57 (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 Arts (Department of English) - local students:20 (100%) - non-local students:0 (0%)
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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The University of Hong Kong - local students:48 (100%) - non-local students:0 (0%)	Year 1: - local students:19 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:39 (100%) - non-local students:0 (0%)
	Year 2: - local students:5 (100%) - non-local students:0 (0%)	Faculty of Education - local students:3 (100%) - non-local students:0 (0%)
	Year 3: - local students:17 (100%) - non-local students:0 (0%)	Faculty of Arts - local students:6 (100%) - non-local students:0 (0%)
	Year 4: - local students:7 (100%) - non-local students:0 (0%)	
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%)	Department of English Language and Literature - local students:3 (100%) - non-local students:0 (0%)
	Year 2:Nil	
	Year 3: - local students:1 (100%) - non-local students:0 (0%)	
	Year 4:Nil	
The Open University of Hong Kong - local students:1 (100%) - non-local students:0 (0%)	Year 1:Nil	School of Education and Languages - local students:1 (100%) - non-local students:0 (0%)
	Year 2:Nil	
	Year 3: - local students:1 (100%) - non-local students:0 (0%)	
	Year 4:Nil	

2015/16 Academic Year (Total: 182 Local + 2 Non-local Awardees)		
Institution	Year of Study	Faculty/Department/ 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%)	Faculty of Social Sciences (Department of Education Studies) - local students:1 (100%) - non-local students:0 (0%)
	Year 3: - local students:4 (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%)	Faculty of Arts (Department of English) - local students:17 (100%) - non-local students:0 (0%)
	Year 3: - local students:21 (100%) - non-local students:0 (0%)	
	Year 4: - local students:26 (100%) - non-local students:0 (0%)	

Institution	Year of Study	Faculty/Department/ 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 Education and Faculty of Arts - 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%)

Institution	Year of Study	Faculty/Department/ 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 Academic Year (Total: 187 Local + 2 Non-local Awardees)		
Institution	Year of Study	Faculty/Department/ 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:20 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) 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: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:20 (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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Chinese University of Hong Kong - local students:75 (100%) - non-local students:0 (0%)	Year 1: - local students:12 (100%) - non-local students:0 (0%) Year 2: - local students:13 (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:55 (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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The University of Hong Kong - local students:68 (98.6%) - non-local students:1 (1.4%)	Year 1: - local students:17 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:53 (98.1%) - non-local students:1 (1.9%)
	Year 2: - local students:18 (94.7%) - non-local students:1 (5.3%)	Faculty of Education - local students:5 (100%) - non-local students:0 (0%)
	Year 3: - local students:16 (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:13 (100%) - non-local students:0 (0%)	

2017/18* Academic Year (Total: 173 Local + 2 Non-local Awardees)		
Institution	Year of Study	Faculty/Department/ Programme of Study
City University of Hong Kong - 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:1 (50%) - non-local students:1 (50%)	Department of Linguistics and Translation - local students:2 (66.7%) - non-local students:1 (33.3%)
Hang Seng Management College - local students:2 (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%)	Department of English - local students:2 (100%) - non-local students:0 (0%)
Hong Kong Baptist University - local students:14 (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: - local students:4 (100%) - non-local students:0 (0%) Year 4: - local students:5 (100%) - non-local students:0 (0%) Year 5: - local students:3 (100%) - non-local students:0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students:14 (100%) - non-local students:0 (0%)
Hong Kong Shue Yan University - local students:1 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%)	Department of English Language and Literature - local students:1 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
Lingnan University - local students:5 (100%) - non-local students:0 (0%)	Year 1: - local students:1 (100%) - non-local students:0 (0%) Year 2: - local students:2 (100%) - non-local students:0 (0%) Year 3: - local students:1 (100%) - non-local students:0 (0%) Year 4: - local students:1 (100%) - non-local students:0 (0%)	Department of English - local students:5 (100%) - non-local students:0 (0%)
The Chinese University of Hong Kong - local students:65 (100%) - non-local students:0 (0%)	Year 1: - local students:10 (100%) - non-local students:0 (0%) Year 2: - local students:9 (100%) - non-local students:0 (0%) Year 3: - local students:13 (100%) - non-local students:0 (0%) Year 4: - local students:14 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:19 (100%) - non-local students:0 (0%)	Faculty of Education - local students:51 (100%) - non-local students:0 (0%)
		Faculty of Arts (Department of English) - local students:14 (100%) - non-local students:0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Education University of Hong Kong - local students:14 (100%) - non-local students:0 (0%)	Year 1: - local students:2 (100%) - non-local students:0 (0%) Year 2: - local students:3 (100%) - non-local students:0 (0%) Year 3:Nil Year 4: - local students:4 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:5 (100%) - non-local students:0 (0%)	Faculty of Humanities - local students:14 (100%) - non-local students:0 (0%)
The Hong Kong Polytechnic University - local students:2 (100%) - non-local students:0 (0%)	Year 1: - local students:2 (100%) - non-local students:0 (0%)	Department of English - local students:2 (100%) - non-local students:0 (0%)
The University of Hong Kong - local students:68 (98.6%) - non-local students:1 (1.4%)	Year 1: - local students:16 (100%) - non-local students:0 (0%) Year 2: - local students:12 (100%) - non-local students:0 (0%) Year 3: - local students:16 (94.1%) - non-local students:1 (5.9%) Year 4: - local students:13 (100%) - non-local students:0 (0%) Year 5/Postgraduate Diploma in Education: - local students:11 (100%) - non-local students:0 (0%)	Faculty of Education and Faculty of Arts - local students:49 (98%) - non-local students:1 (2%)
		Faculty of Education - local students:8 (100%) - non-local students:0 (0%)
		Faculty of Arts - local students:11 (100%) - non-local students:0 (0%)

* As at 31 January 2018

- End -

EDB234

CONTROLLING OFFICER'S REPLY**(Question Serial No. 0137)**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 (2013/14 to 2017/18) –

	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. (LegCo use): 38)

Reply:

1. The requested information for the above student financial assistance schemes for the past 5 years (i.e. 2013/14 to 2017/18 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 believes 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.

Regarding the Continuing Education Fund (CEF), it is announced in the 2018-19 Budget that the subsidy ceiling of CEF will be raised from \$10,000 to \$20,000 per applicant. Those who once opened a CEF account may also benefit. Other enhancement measures include the extension of the upper age limit for CEF applicants to 70, expansion of the scope of CEF courses to all courses registered in the Qualifications Register, lifting the restrictions on the validity period and the maximum number of reimbursement claims, etc. To support the above enhancement measures and to sustain the operation of CEF, the Government proposed further injecting an additional \$8.5 billion into CEF, on top of the \$1.5 billion injection announced in the 2017-18 Budget.

Appendix

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 the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

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 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 the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

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 [%]	6 926	6 926	11,438	9,774	79.2
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	8,536	157.5

⁺ 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.

[%] 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 the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2016/17 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	50 995	41 532	(i) CCC: 33,995 (ii) KG: 13,835	(i) CCC: 32,508 (ii) KG: 12,890	616.0
Pre-primary Education Voucher Scheme ⁺	55 031 ⁺	53 312 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme	16 035	15 956	2,136	2,384	34.1
Subsidy Scheme for Internet Access Charges ⁺	137 608 ⁺	133 711 ⁺	1,137	1,400	152.0
School Textbook Assistance Scheme	215 464	208 316	3,920	4,790	816.6
Student Travel Subsidy for Primary and Secondary Students	170 185	144 424	2,339	1,798	337.8
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 [^]	621	621	5,275	3,466	3.3
Tuition Fee Reimbursement under the Diploma Yi Jin [^]	6 286	6 286	11,468	10,071	72.1
Student Travel Subsidy for Tertiary or Post-secondary Students	41 130	37 398	3,721	3,223	139.2
Continuing Education Fund [@]	19 912	19 106	7,838	8,760	152.9

⁺ 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 the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

[^] As at 31 January 2018, a small number of reimbursement applications in the 2016/17 school year are still under processing.

2017/18 school year (as at 31 January 2018)	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	44 495	24 265 ^{&}	(i) CCC: 17,777 (ii) KG: 4,978	(i) CCC: 16,650 (ii) KG: 4,410	140.6
Pre-primary Education Voucher Scheme ⁺	N.A.				
Grant for School-related Expenses for Kindergarten Students [^]	45 449	37 995	3,141	3,885	119.3
Examination Fee Remission Scheme [¥]	14 749	14 650	2,219	2,480	32.5
Subsidy Scheme for Internet Access Charges [%]	130 150 [%]	126 378 [%]	1,135	1,400	143.4
School Textbook Assistance Scheme	205 473	198 163	4,044	5,062	801.3
Student Travel Subsidy for Primary and Secondary Students	163 490	136 806	2,387	1,825	326.6
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 ^x					
Tuition Fee Reimbursement under the Diploma Yi Jin ^x					
Student Travel Subsidy for Tertiary or Post-secondary Students	32 009	28 131	1,990	1,461	56.0
Continuing Education Fund [@]	14 577	14 582	7,923	9,000	116.1

[&] The number of beneficiaries under the Kindergarten and Child Care Centre Fee Remission Scheme for the 2017/18 school year does not include those student-applicants who have passed the means test but need not pay school fee.

⁺ The Pre-primary Education Voucher Scheme has been replaced by the new kindergarten education scheme starting from the 2017/18 school year.

[^] The Grant for School-related Expenses for Kindergarten Students has been implemented starting from the 2017/18 school year.

[¥] These are the figures based on the application details verified with the Hong Kong Examinations and Assessment Authority in early March 2018.

[%] Application is family-based.

- * 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.
- x Reimbursement applications in the 2017/18 school year will be processed in the 2018-19 financial year.
- @ The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2615)

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 administration of various student financial assistance schemes by the Working Family and Student Financial Assistance Agency (WFSFAA), will the Government advise this Committee of the following:

- (a) how did the Government distribute leaflets and sample forms on student financial assistance schemes for the 2017/18 school year printed in ethnic minority languages to primary schools, secondary schools, kindergartens and child care centres in mid-2017 (for example: "liaised first and distributed later" or direct distribution of a standard quantity)?
- (b) how many primary and secondary schools did the Government liaise in the 2017/18 school year? How many primary and secondary schools were distributed such leaflets and sample forms? What were the respective quantities of such leaflets and sample forms distributed to each school? (please set out in table form)
- (c) how will the Government assist ethnic minority applicants who have difficulties in their application for student financial assistance and what are the estimated expenditure and manpower involved?
- (d) since quite a number of ethnic minority applicants have difficulties in applying for student financial assistant schemes, will the Government consider employing ethnic minority ambassadors for promoting these schemes and offering assistance to ethnic minority applicants? If yes, what are the details; if no, what are the reasons?

Asked by: Hon KWOK Wai-keung (Member Question No. (LegCo use): 38)

Reply:

- (a) To assist ethnic minority families to apply for and understand the details of the financial assistance schemes for pre-primary, primary and secondary students, the Student Finance Office (SFO) of WFSFAA distributed leaflets and sample forms for the 2017/18 school year printed in ethnic minority languages on these schemes to primary and secondary

schools, kindergartens and child care centres in mid-2017. To ensure that each school was provided with an appropriate and sufficient quantity of such leaflets and sample forms, SFO has contacted the schools to confirm with them their required categories and quantities of these leaflets and sample forms before distribution. SFO has also reminded the schools that should they require extra copies, they could contact SFO for making the necessary arrangements. The said leaflets and sample forms have also been uploaded onto the website of SFO.

(b) In the 2017/18 school year, SFO contacted about 1 200 primary and secondary schools to confirm their respective requirements for the leaflets and sample forms printed in ethnic minority languages. Among them, 673 primary and secondary schools indicated that such leaflets and sample forms were required. Below is a breakdown by the quantity distributed:

	Quantity of documents distributed [#]					Total
	1-10 sets	11-20 sets	21-50 sets	51-100 sets	100 sets or above	
Number of primary and secondary schools (As at January 2018)	192	377	62	26	16	673

Each set of documents consists of a leaflet and a sample form printed in ethnic minority languages.

(c) & (d) To facilitate ethnic minority parents in making enquiries on various student financial assistance schemes, SFO has dedicated staff at its Mongkok office for addressing enquiries made in person. SFO has also been collaborating with the Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER) for the provision of simultaneous interpretation service to those ethnic minorities who make enquiry calls to SFO and require interpretation services. Supported by the telephone system and interpretation service of CHEER, SFO can conduct 3-way voice conference with ethnic minority applicants to help them understand the application procedures of student financial assistance schemes applicable to pre-primary, primary and secondary students and offer guidance to them on how to complete the application forms.

In addition, SFO has all along been collaborating with various ethnic minority support services centres to help ethnic minority families in applying for student financial assistance schemes. Through these support services centres, assistance is provided to ethnic minorities including providing guidance to those having difficulties in completing the application forms or help translating the application-related correspondence for them.

As regards the promotion of student financial assistance schemes to ethnic minority families, apart from publicising through ethnic minority support services centres, SFO has leveraged on the briefing sessions for non-Chinese speaking parents (ethnic minority parents included) held by the Education Bureau every year to brief ethnic minority parents on the application procedures, completion of application forms as well as the enquiry hotline and counter services of SFO.

SFO has been collaborating with various support services centres to publicise student financial assistance schemes to ethnic minority families and offer assistance to them in making application. These services do not involve additional expenditure or manpower of SFO.

- End -

CONTROLLING OFFICER'S REPLY**(Question Serial No. 2491)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (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:

To assist students in pursuing further studies, the Working Family and Student Financial Assistance Agency (WFSFAA) has set up the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), and the Non-means-tested Loan Schemes (NLS). Under the NLS, there are the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS). In this connection, please advise this Committee of the following:

- (a) For the 2016/17 and 2017/18 academic years, the actual number of applications and the revised estimate of the number of applications for NLS are 43 241 and 44 516 respectively. Of them, what are the respective numbers of applications for NLSFT, NLSPS and ENLS? Please provide a breakdown of the numbers of applications by year for the past 10 years;
- (b) Please provide the changes of annual interest rates of the above loan schemes by year in table form in the past 10 years;

- (c) Please provide the amounts of loans disbursed, the amounts of repayments settled, the amounts of repayments demanded and the amount in default of the above loan schemes by year in table form in the past 10 years; and
- (d) Please provide the numbers of applications approved, the numbers of early repayments in full and the numbers of defaulters of the above loan schemes by year in table form in the past 10 years.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 131)

Reply:

- (a)(i) The actual numbers of applications under the NLSFT, NLSPS and ENLS in the 2016/17 academic year and the revised estimate of the numbers of applications under these schemes in the 2017/18 academic year are as follows –

	Actual Number of Applications in the 2016/17 Academic Year	Revised Estimate of Number of Applications in the 2017/18 Academic Year
NLSFT	15 337	16 682
NLSPS	20 996	20 834
ENLS	6 908	7 000
Total	43 241	44 516

- (ii) The numbers of applications under the NLSFT, NLSPS and ENLS in the 2008/09 to 2017/18 academic years are as follows –

Academic Year	NLSFT	NLSPS	ENLS	Total
2008/09	6 471	11 405	11 129	29 005
2009/10	6 967	13 593	13 842	34 402
2010/11	6 681	14 834	12 628	34 143
2011/12	6 092	14 622	8 133	28 847
2012/13	9 851	20 045	8 481	38 377
2013/14	10 493	19 646	7 863	38 002
2014/15	12 746	19 250	7 287	39 283
2015/16	14 471	20 752	6 883	42 106
2016/17	15 337	20 996	6 908	43 241
2017/18*	15 393	16 661	5 654	37 708

* As at 31 January 2018

- (b) The interest rate for TSFS and FASP in the 2008/09 to 2011/12 academic years was 2.5% per annum. Starting from 1 July 2012, the interest rate of these two schemes is 1% per annum. As for the NLSFT, NLSPS and ENLS, the interest rates in the 2008/09 to 2017/18 academic years are as follows –

Effective Date	Interest Rate Per Annum
1 April 2008	4.382%
1 December 2008	4.132%
1 June 2009	3.599%
1 June 2011	3.174%
1 July 2012	1.674%
1 June 2013	1.395%
1 June 2015	1.282%
1 June 2017	1.132%

- (c)(i) The respective total amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2008/09 to 2017/18 academic years are as follows –

Academic Year	TSFS	FASP	NLSFT	NLSPS	ENLS
	(\$ million)				
2008/09	288.93	180.80	210.97	395.20	388.53
2009/10	281.86	231.85	224.43	480.41	517.42
2010/11	258.86	257.40	214.54	543.56	473.62
2011/12	253.16	276.24	197.65	554.53	341.21
2012/13	284.95	266.62	324.15	589.86	361.99
2013/14	261.09	231.04	355.54	650.55	360.09
2014/15	239.14	200.42	398.59	708.04	353.45
2015/16	218.16	180.10	425.23	792.14	347.38
2016/17	210.82	180.49	446.79	827.93	366.39
2017/18*	163.63	109.52	433.31	556.91	241.84

* As at 31 January 2018

- (ii) The total repayment amounts demanded and settled under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2008/09 to 2017/18 academic years are as follows –

Academic Year	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
	(\$ million)					
2008/09						
Total amount demanded	516.55	47.23	269.17	194.00	377.34	1,404.29
Total amount settled [#]	513.91	46.06	263.26	182.98	356.21	1,362.42
2009/10						
Total amount demanded	471.05	59.68	271.07	234.03	430.78	1,466.61
Total amount settled [#]	468.07	57.71	265.60	219.18	403.29	1,413.85
2010/11						
Total amount demanded	427.99	86.93	279.92	287.82	485.90	1,568.56
Total amount settled [#]	423.84	84.52	274.16	268.18	450.91	1,501.61
2011/12						
Total amount demanded	382.97	121.41	262.64	340.00	516.45	1,623.47
Total amount settled [#]	377.53	117.00	257.40	310.42	467.53	1,529.88

Academic Year	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
	(\$ million)					
2012/13						
Total amount demanded	290.19	141.41	245.75	374.09	501.44	1,552.88
Total amount settled [#]	284.25	132.94	238.92	338.47	447.79	1,442.37
2013/14						
Total amount demanded	253.41	170.72	230.22	401.06	461.27	1,516.68
Total amount settled [#]	246.59	157.13	223.24	359.28	424.26	1,410.50
2014/15						
Total amount demanded	223.75	192.15	234.25	444.40	439.20	1,533.75
Total amount settled [#]	216.76	172.08	225.53	388.83	410.34	1,413.54
2015/16						
Total amount demanded	196.51	176.34	237.64	424.28	403.10	1,437.87
Total amount settled [#]	191.77	165.25	232.07	393.87	379.38	1,362.34
2016/17						
Total amount demanded	179.40	162.62	255.14	454.79	395.26	1,447.21
Total amount settled [#]	176.05	155.46	250.88	433.18	375.64	1,391.21
2017/18*						
Total amount demanded	91.54	78.70	145.57	245.19	203.11	764.11
Total amount settled [#]	86.19	70.29	135.33	212.90	174.97	679.68

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 2018).

* As at 31 January 2018

- (iii) The amount in default [^] under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2008/09 to 2017/18 academic years are as follows –

Academic Year	Amount in Default (\$ million)					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
2008/09	67.82	4.08	39.83	38.89	96.86	247.48
2009/10	69.79	7.26	39.93	50.32	117.39	284.69
2010/11	60.49	13.93	34.54	57.70	121.19	287.85
2011/12	52.60	20.98	29.31	63.73	117.51	284.13
2012/13	39.53	17.87	24.98	62.83	108.08	253.29
2013/14	33.26	18.35	21.24	57.91	93.32	224.08
2014/15	29.48	17.88	18.57	53.57	83.35	202.85
2015/16	26.48	16.98	17.27	51.79	79.01	191.53
2016/17	23.98	15.70	15.60	48.30	73.54	177.12
2017/18*	22.38	15.38	14.62	46.76	69.37	168.51

[^] The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising as at the end of the respective academic years.

* As at 31 January 2018

- (d)(i) The numbers of students receiving loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2008/09 to 2017/18 academic years are as follows –

Academic Year	TSFS	FASP	NLSFT	NLSPS	ENLS
2008/09	11 982	7 364	5 936	6 855	10 553
2009/10	11 229	9 057	6 348	8 066	12 256
2010/11	10 114	9 833	6 014	9 025	11 403
2011/12	8 834	9 428	5 357	8 393	7 529
2012/13	9 648	8 685	8 508	11 572	7 687
2013/14	8 704	7 366	9 383	12 140	7 211
2014/15	7 624	6 076	10 344	12 359	6 637
2015/16	6 623	5 081	10 974	13 307	6 327
2016/17	5 742	4 643	11 504	13 702	6 338
2017/18*	4 267	3 274	11 015	11 593	4 988

* As at 31 January 2018

- (ii) The numbers of default cases[^] under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2008/09 to 2017/18 academic years are as follows –

Academic Year*	Number of Default Cases					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
2008/09	3 037	704	2 156	1 656	9 365	16 918
2009/10	2 796	972	1 946	1 909	9 751	17 374
2010/11	2 297	1 146	1 641	2 000	9 440	16 524
2011/12	2 034	1 418	1 603	2 439	9 147	16 641
2012/13	1 653	1 379	1 557	2 637	8 435	15 661
2013/14	1 447	1 383	1 287	2 552	7 267	13 936
2014/15	1 255	1 419	1 085	2 455	6 166	12 380
2015/16	1 192	1 397	1 077	2 470	6 059	12 195
2016/17	1 106	1 318	991	2 355	5 559	11 329
2017/18	1 101	1 393	918	2 313	5 297	11 022

[^] Cases with 2 or more consecutive overdue quarterly instalments / 6 or more consecutive overdue monthly instalments are regarded as default cases.

* The numbers of default cases in the 2008/09 to 2017/18 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2009, 31 July 2010, 31 July 2011, 31 July 2012, 31 July 2013, 31 July 2014, 31 July 2015, 31 July 2016, 31 July 2017) and 31 January 2018 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

We do not maintain information on the number of early repayments in full under the TSFS, FASP, NLSFT, NLSPS and ENLS for the past 10 years.

- End -

CONTROLLING OFFICER'S REPLY**(Question Serial No. 1873)**

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:

Currently, the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) administered by the Working Family and Student Financial Assistance Agency provides means-tested loans to students in need. What were the respective numbers of post-secondary graduates whose TSFS loans had been approved and the average loan amounts of these graduates in the past 3 years? Assuming that a loan amount capped at \$20,000 is to be waived, what is the sum involved every year?

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

Reply:

The TSFS is a means-tested scheme which aims to provide financial assistance for eligible needy students taking up the University Grants Committee (UGC)-funded or publicly-funded recognised full-time programmes. The financial assistance is provided in the form of grants and/or loans. The grants are to cover tuition fees, academic expenses and compulsory student union fees while the loans are to meet living expenses. The grants are non-repayable and the loans are repayable.

In the 2015/16 to 2017/18 academic years, the numbers of students receiving means-tested loans under the TSFS are as follows –

	Academic year		
	2015/16	2016/17	2017/18*
Number of students receiving loans	6 623	5 742	4 267

* As at 31 January 2018

We do not keep track of students' repayment based on the academic year of their obtaining loans as students may complete their studies at different times and some may choose to pursue further studies after graduation and hence commence loan repayment at different times. Assuming that a means-tested loan capped at \$20,000 is to be waived for each student loan borrower who has commenced repayment under TSFS (excluding the means-tested loan scheme under the Financial Assistance Scheme for Post-Secondary Students, 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), it is estimated that the amount involved will be about \$342 million. As regards the subsequent annual expenditure, it depends on the loan amounts of the student loan borrowers who commence repayment in that particular academic year. It is worth noting that if a loan amount capped at \$20,000 is to be waived under a particular student loan scheme, it may be considered as unfair by borrowers of other student loan schemes, those who have borrowed less than the capped amount, or those who have settled their loans early.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3171)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding “grants and loans for eligible full-time students pursuing publicly-funded programmes or locally-accredited self-financing post-secondary programmes, and eligible students pursuing specific post-secondary and continuing and professional education courses provided in Hong Kong”, please inform this Committee of the following:

In respect of “non-means-tested loans” and “means-tested grants and loans”, please list their respective numbers of applications and successful applicants by different study level of the programmes, per capita disbursement ratios of grants and loans, interest rates, total amounts disbursed, amounts of interest receivable, total amounts of interest received, average repayment period, numbers of applications and approved cases for deferment of loan repayment, as well as numbers of cases with repayment periods exceeding 10 years (if none, please state the length of repayment periods of the 10 longest default cases) in each of the past 5 years.

Asked by: Hon POON Siu-ping (Member Question No. (LegCo use): 54)

Reply:

- (i)(a) The numbers of applications, the numbers of applications approved and the total amounts of assistance disbursed by different study level of the programmes covered under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) and the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in the 2013/14 to 2017/18 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of applications					
Degree or above	21 480	21 155	20 229	19 021	17 963
Sub-degree	10 667	9 855	9 599	8 970	7 893
Total	32 147	31 010	29 828	27 991	25 856
Number of applications approved					
Degree or above	19 560	18 922	17 804	16 585	14 956
Sub-degree	9 141	7 880	7 368	6 779	5 432
Total	28 701	26 802	25 172	23 364	20 388
Total amount of assistance disbursed (\$ million)	1,306.03	1,264.43	1,207.41	1,149.62	1,002.92

(B) FASP

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of applications					
Degree/Top-up degree	10 541	12 642	12 910	11 650	10 276
Sub-degree	20 861	14 725	13 907	13 159	12 168
Total	31 402	27 367	26 817	24 809	22 444
Number of applications approved					
Degree/Top-up degree	9 290	11 109	11 117	9 950	8 016
Sub-degree	17 367	11 893	10 989	10 286	7 966
Total	26 657	23 002	22 106	20 236	15 982
Total amount of assistance disbursed (\$ million)	1,418.15	1,306.52	1,286.20	1,229.33	797.76

(C) NLSFT

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of applications					
Degree or above	8 408	10 343	11 516	12 276	12 487
Sub-degree	2 085	2 403	2 955	3 061	2 906
Total	10 493	12 746	14 471	15 337	15 393
Number of applications approved					
Degree or above	8 364	9 810	10 694	11 425	11 383
Sub-degree	2 058	2 201	2 577	2 707	2 386
Total	10 422	12 011	13 271	14 132	13 769
Total amount of loans disbursed (\$ million)	355.54	398.59	425.23	446.79	433.31

(D) NLSPS

Level of Study	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of applications					
Degree/Top-up degree	11 878	10 115	11 333	11 149	9 033
Sub-degree	7 768	9 135	9 419	9 847	7 628
Total	19 646	19 250	20 752	20 996	16 661
Number of applications approved					
Degree/Top-up degree	11 578	9 962	11 108	10 955	8 130
Sub-degree	7 638	8 867	9 108	9 565	6 627
Total	19 216	18 829	20 216	20 520	14 757
Total amount of loans disbursed (\$ million)	650.55	708.04	792.14	827.93	556.91

* As at 31 January 2018

- (i)(b) As for the Extended Non-means-tested Loan Scheme (ENLS), we do not maintain information on student loan borrowers by the study level of programmes because it covers a wide range of post-secondary/continuing and professional education courses. The numbers of loan applications approved[#] and the total amounts of loan disbursed in respect of each of the 5 categories of eligible courses/course providers under the ENLS are as follows –

Category of Eligible Courses	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
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	3 969	3 428	3 318	3 303	2 740
Category 2 – Courses under Diploma Yi Jin	971	925	930	997	833

Category of Eligible Courses	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	4	1	1	-	2
Category 4 – Training or development courses provided or funded by local statutory bodies	8	3	10	6	-
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 911	2 930	2 624	2 602	1 814
Total#	7 863	7 287	6 883	6 908	5 389
Total amount of loans disbursed	360.09	353.45	347.38	366.39	241.84

* As at 31 January 2018

Under the ENLS, an applicant can submit more than 1 loan application in the same academic year. In the 2013/14 to 2017/18 academic years, the numbers of applications are the same as the numbers of loan applications approved.

(ii) The average amounts of grant and loans disbursed and the ratio between them under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows–

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(A) TSFS					
(i) Average amount of grant disbursed (\$)	36,501	38,351	39,386	40,259	41,225
(ii) Average amount of loans disbursed (\$)	29,997	31,367	32,940	36,716	38,347
Ratio between grant and loans [(i) : (ii)]	1.22 : 1	1.22 : 1	1.20 : 1	1.10 : 1	1.08 : 1
(B) FASP					
(i) Average amount of grant disbursed (\$)	44,576	48,133	50,088	51,892	43,088
(ii) Average amount of loans disbursed (\$)	31,366	32,986	35,446	38,873	33,452
Ratio between grant and loans [(i) : (ii)]	1.42 : 1	1.46 : 1	1.41 : 1	1.33 : 1	1.29 : 1

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(C) NLSFT					
Average amount of loans disbursed (\$)	37,892	38,533	38,749	38,838	39,338
(D) NLSPS					
Average amount of loans disbursed (\$)	53,587	57,289	59,528	60,424	48,038
(E) ENLS					
Average amount of loans disbursed (\$)	49,936	53,254	54,904	57,808	48,484

* As at 31 January 2018

- (iii) From 1 July 2012 onwards, the interest rate of loans under the TSFS and FASP is 1% per annum. The respective interest rates of loans under the NLSFT, NLSPS and ENLS are as follows –

Effective date	Interest rate per annum
1 June 2013	1.395%
1 June 2015	1.282%
1 June 2017	1.132%

We do not keep track of the students' repayment based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times.

The total amounts of interest received under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows –

Programme	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
	(\$ million)				
(A) TSFS	7.55	7.74	8.09	8.65	4.74
(B) FASP	4.61	5.55	6.36	7.05	3.95
(C) NLSFT	28.06	27.07	25.58	27.08	13.77
(D) NLSPS	48.61	50.25	49.16	54.32	26.73
(E) ENLS	53.07	51.25	44.76	44.66	21.72
Total	141.90	141.86	133.95	141.76	70.91

* As at 31 January 2018

- (iv) 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 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies. As at 31 January 2018, there are a total of 9 544 loan repayment accounts under the above 5 financial assistance schemes with repayment period exceeding 10 years and continuing making repayment.
- (v) The numbers of applications and approved cases for deferment of loan repayment under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows –

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(A) TSFS					
Number of deferment applications [#]	730	552	490	453	213
Number of deferment cases approved [^]	600	420	367	357	185
(B) FASP					
Number of deferment applications [#]	1 264	885	761	614	234
Number of deferment cases approved [^]	1 579	707	564	495	232
(C) NLSFT					
Number of deferment applications [#]	468	387	404	409	290
Number of deferment cases approved [^]	420	316	284	332	243
(D) NLSPS					
Number of deferment applications [#]	1 739	1 392	1 241	1 063	525
Number of deferment cases approved [^]	1 563	1 172	941	853	409
(E) ENLS					
Number of deferment applications [#]	1 668	1 272	1 233	1 079	582
Number of deferment cases approved [^]	1 292	971	891	845	470
Total					
Number of deferment applications [#]	5 869	4 488	4 129	3 618	1 844
Number of deferment cases approved [^]	5 454	3 586	3 047	2 882	1 539

* As at 31 January 2018

Excluding applications from defaulters and loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their studies. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets and was made a standing arrangement in the 2014 Policy Address to alleviate the financial burden of fresh graduates.

[^] The number of deferment cases approved includes the number of cases carried forward from the previous academic year. Hence, the number of deferment cases approved may be more than the number of deferment applications received.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0090)

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:

Regarding student financial assistance schemes, please advise this Committee of the following:

1. Please provide the respective number of student loan borrowers, loan amount disbursed, repayment period and age profile of borrowers under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) in the past 3 years (2015/16 to 2017/18).

2. Please provide the average loan amount, average monthly repayment amount, median monthly repayment amount and default rate in respect of tertiary students who obtained loans from the Student Finance Office (SFO) in the past 3 years (2015/16 to 2017/18).
3. What were the student loan default statistics in the past 3 years?
4. What action did the SFO take to recover student loans in default in 2017-18? What were the details and expenditure?
5. What are the detailed plan of action, estimated expenditure and manpower arrangements for recovering student loans in default by the SFO in 2018-19?
6. It is said that university students in Hong Kong are heavily indebted upon graduation. Has the Government any plans to assist these students in repaying debts incurred through tuition fees? Has provision been earmarked for this purpose? If yes, what are the details? If no, what are the reasons?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 30)

Reply:

1. The information on the numbers of students receiving loans and the total amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2017/18 academic years is as follows –

	Academic Year		
	2015/16	2016/17	2017/18*
(A) TSFS			
Number of students receiving loans	6 623	5 742	4 267
Total amount of loans disbursed (\$ million)	218.16	210.82	163.63
(B) FASP			
Number of students receiving loans	5 081	4 643	3 274
Total amount of loans disbursed (\$ million)	180.10	180.49	109.52
(C) NLSFT			
Number of students receiving loans	10 974	11 504	11 015
Total amount of loans disbursed (\$ million)	425.23	446.79	433.31
(D) NLSPS			
Number of students receiving loans	13 307	13 702	11 593
Total amount of loans disbursed (\$ million)	792.14	827.93	556.91

	Academic Year		
	2015/16	2016/17	2017/18*
(E) ENLS			
Number of students receiving loans	6 327	6 338	4 988
Total amount of loans disbursed (\$ million)	347.38	366.39	241.84

* As at 31 January 2018

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 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in 10 years upon completion or cessation of their studies.

We do not have information on the distribution of student loan borrowers by age profile.

- 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 on student loan borrowers who commenced loan repayment in the 2015/16 and 2016/17 academic years, the average loan amount, the average monthly repayment amount and the median monthly repayment amount are as follows –

Loan/Repayment Amount (\$)	Academic Year	
	2015/16	2016/17
(A) TSFS		
Average loan amount^^	59,698	65,680
Average monthly repayment amount~	357	393
Median monthly repayment amount~	254	265
(B) FASP		
Average loan amount^^	54,625	56,986
Average monthly repayment amount~	327	341
Median monthly repayment amount~	251	254
(C) NLSFT		
Average loan amount^^	75,326	86,862
Average monthly repayment amount~	475	540
Median monthly repayment amount~	398	523
(D) NLSPS		
Average loan amount^^	103,757	122,390
Average monthly repayment amount~	654	761
Median monthly repayment amount~	576	627
(E) ENLS		
Average loan amount^^	67,538	73,434

Loan/Repayment Amount (\$)	Academic Year	
	2015/16	2016/17
Average monthly repayment amount~	419	450
Median monthly repayment amount~	316	347

^^ The average loan amount is calculated based on the total amount of loans disbursed to the student loan borrowers upon their commencement of repayment in a particular academic year.

~ Based on a 15-year repayment period. For the TSFS and FASP, the prevailing interest rate is 1% per annum. For the NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.132% per annum.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2017/18 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 2015/16 to 2017/18 academic years is as follows –

Scheme	Academic Year		
	2015/16*	2016/17*	2017/18*
TSFS	5.02%	4.74%	4.85%
FASP	5.18%	5.04%	5.72%
NLSFT	4.53%	3.93%	3.36%
NLSPS	6.96%	6.14%	5.81%
ENLS	9.68%	9.24%	8.82%
Overall	7.07%	6.54%	6.32%

§ Student loan borrowers who fail to repay 2 or more consecutive quarterly instalments / 6 or more consecutive monthly instalments for 1 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 numbers of default cases in the 2015/16 to 2017/18 academic years are the numbers as at the end of the academic years concerned (i.e. 31 July 2016 and 31 July 2017) and 31 January 2018 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

- The amount in default* in the 2015/16 to 2017/18 academic years (as at 31 January 2018) is as follows –

Amount in Default (\$ million)	Academic Year		
	2015/16	2016/17	2017/18^
(A) TSFS	26.48	23.98	22.38
(B) FASP	16.98	15.70	15.38
(C) NLSFT	17.27	15.60	14.62
(D) NLSPS	51.79	48.30	46.76
(E) ENLS	79.01	73.54	69.37
Total	191.53	177.12	168.51

* The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising as at the end of the respective academic years.

^ As at 31 January 2018

4. 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 SFO 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 with the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken in respect of the default cases, SFO reviews the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. As regards default cases which are less complicated (e.g. with 1 loan account) and with a total outstanding amount not exceeding \$50,000, claims are filed with the SCT directly. As for default cases which are more complicated or with a total outstanding amount exceeding \$50,000, they are forwarded to DoJ for action.

In the 2017/18 academic year, the estimated expenditure involved in recovering defaulted student loans is about \$35.6 million. It is mainly for salaries provision for staff involved in the work.

5. In the 2018/19 academic year, apart from continuing to make concerted efforts to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner, we will also continue to implement enhanced measures to prevent student loan borrowers from becoming defaulters through sending them SMS earlier to remind them to repay on time and settle the arrears, 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 SFO website, enhancing collaboration with tertiary 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 assistance from SFO at an earlier stage when they have difficulty in repaying the student loans.

The estimated expenditure involved in recovering defaulted student loans in the 2018/19 academic year is about \$38.1 million. It is mainly for salaries provision for 110 staff members (including civil servants and non-civil service contract staff of both SFO and DoJ) involved in the work.

6. The Government reviews the student loan repayment arrangements 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 the TSFS and FASP from 2.5% to 1% per annum (interest free during the study period) since the 2012/13 academic year. The standard repayment period has also been extended from 5 years to 15 years. To tie in with the means-tested loan schemes, the standard repayment period of the 3 non-means-tested loan schemes has also been extended from 10 years to 15 years since the 2012/13 academic year. The prevailing interest rate is 1.132% per annum.

To ease the financial burden of loan borrowers upon graduation and to allow them more time to seek a stable job, loan borrowers are given the option of starting the student loan repayment 1 year upon completion of their studies. Loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, serious illnesses or further full-time studies may apply for a deferment of loan repayment. If their deferment applications are approved, a maximum of 2 years' interest-free extension of the loan repayment period can be allowed, which means that the entire repayment period can be extended up to 17 years.

These measures, which can alleviate the repayment burden of student loan borrowers, do not involve additional expenditure.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0647)

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 Financial Secretary mentioned in paragraph 187 of the 2018-19 Budget Speech: "Having regard to our substantial fiscal surplus this year, I will introduce the following measures to share the fruits of our economic success with the community." One of the concessionary measures suggested by the Financial Secretary is the provision of one-off grant of \$2,000 to each student in need to support learning. However, students in general cannot benefit from the measure and therefore are unable to enjoy the fruits of economic success. In this connection, would the Financial Secretary consider providing travel subsidies to all the students in Hong Kong for one school/academic year to meet their travel needs so that they can travel by bus or ferry at half fare? If so, what is the estimated number of students who can benefit from this additional measure? And what is the estimated expenditure involved?

Asked by: Hon TO Kun-sun, James (Member Question No. (LegCo use): 29)

Reply:

It is the Government's student finance policy that no students will be denied access to education due to a lack of means. At present, the Student Finance Office adopts a means test mechanism for various student financial assistance schemes to ensure the proper use of public money.

The Student Travel Subsidy Scheme is a means-tested financial assistance scheme which aims to provide a travel subsidy for needy students receiving primary and secondary education or pursuing full-time studies up to the first degree level, to meet their expenses incurred on home-school travel.

The Government has no plan to provide a travel subsidy for all the students in Hong Kong to meet their travelling expenses.

- End -

CONTROLLING OFFICER'S REPLY

EDB241

(Question Serial No. 1023)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information on the Chinese language courses (as compulsory or elective courses to fulfill the graduation requirement of UGC-funded or self-funded post-secondary programmes) offered in each tertiary institution from 2014/15 to 2017/18 school years:

- a) Name of Chinese Language course or programme;
- b) Type of course or programme (e.g. credit bearing, certificate, diploma, etc.);
- c) Course fee;
- d) Course or programme pre-requisites;
- e) Number of local students enrolled;
- f) Number of local non-Chinese speaking students enrolled;
- g) Number of local non-Chinese speaking students enrolled who were admitted through JUPAS.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 108)

Reply:

All tertiary institutions are independent educational establishments which enjoy a high degree of autonomy in programme design and formulation of graduation requirements. The institutions draw up their own academic policies and standards for various undergraduate programmes to assess whether students meet the graduation requirements. We do not have information on the compulsory or elective Chinese language courses which are listed as a graduation requirement.

- End -

CONTROLLING OFFICER'S REPLY

EDB242

(Question Serial No. 1831)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Recent decisions of the University Grants Committee (UGC)-funded universities have been greeted with dismay by students. Examples include more stringent regulations on hostel visitors and Putonghua proficiency requirement for graduation. While the UGC has to ensure good institutional governance of the UGC-funded universities, how can it avoid the ideology disparities between the management and students or members of the public, and make sure that their institutional governance has met the expectations of the community?

Asked by: Hon CHENG Chung-tai (Member Question No. (LegCo use): 37)

Reply:

The eight UGC-funded universities are all independent autonomous statutory bodies. They have their own governing ordinances and statutes which set out their objectives, functions and governance structures, and provide them with the power and freedom to carry out their objectives and functions. Each has also established a council to serve as the governing body. The UGC Notes on Procedures clearly state that universities enjoy 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 they are expected to be committed to transparency and accountability in their governance and operation, with due regard to good governance to ensure that funding is put to the appropriate use that serves the best interests of the community and students.

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 monitoring the implementation of the recommendations in the Governance Report to ensure good institutional governance of the UGC-funded universities.

- End -

CONTROLLING OFFICER'S REPLY

EDB243

(Question Serial No. 1832)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

There are views in the community that the University Grants Committee (UGC)-funded universities' over-engagement with the Mainland is a deviation from the pursuit of the initiative of internationalisation. Will the UGC take stock of and release the numbers of overseas and Mainland exchange activities participated by UGC-funded universities in the coming year? If not, what are the reasons?

Asked by: Hon CHENG Chung-tai (Member Question No. (LegCo use): 37)

Reply:

The UGC encourages the funded universities to actively participate in exchange activities and collaborations with universities outside Hong Kong, including curriculum development, research projects, student exchanges, etc. Universities also share relevant information and results achieved with stakeholders through different means and channels, such as webpages, social media, publications, press conferences, exhibitions, etc. Universities have 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 they are expected to be committed to transparency and accountability in their governance and operations. As always, the UGC collates data as necessary under the principle of not interfering with institutional autonomy.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1833)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) hopes to provide hostel facilities to the UGC-funded universities at a faster pace. How many new hostel places it aims to provide in the coming year?

Asked by: Hon CHENG Chung-tai (Member Question No. (LegCo use): 38)

Reply:

A publicly-funded hostel project for the Chinese University of Hong Kong, namely 8055EF “Student Hostels on Northern Campus” was approved by the Legislative Council in 2015. The project is currently under construction for completion in mid-2018. Upon completion, it will provide 676 publicly-funded hostel places.

In addition, the Chief Executive announced in the October 2017 Policy Address the setting up of the Hostel Development Fund (HDF), which seeks to provide a one-off non-recurrent capital grant to UGC-funded universities with student hostel shortfall to expedite student hostel development. The Education Bureau briefed the Panel on Education of the Legislative Council on the operational framework of the HDF proposal in December 2017 and is working out the details of the proposal for seeking funding approval from the Legislative Council as soon as possible. With the establishment of the proposed HDF, we expect that around 13 000 publicly-funded hostel places will be provided to the UGC-funded universities concerned within 10 years to fully meet their student hostel shortfall.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1858)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

What are the estimated expenditure and work plan for the new item “Provision of non-means-tested studentships for local students enrolled in University Grants Committee-funded research postgraduate programmes” in the next financial year? Why the funding has to be sought in the context of the Appropriation Bill 2018 rather than making a separate application to the Finance Committee of the Legislative Council?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1120)

Reply:

“Provision of non-means-tested studentships for local students enrolled in University Grants Committee-funded research postgraduate programmes” requests an estimated expenditure of \$70 million. The Finance Committee of the Legislative Council approved an injection of \$3 billion into the Research Endowment Fund (REF) on 19 January 2018. The investment income generated will be used for providing non-means-tested studentships for local students enrolled in University Grants Committee (UGC)-funded research postgraduate (RPg) programmes. The amount of studentship will be pegged to the prevailing tuition fee payable by RPg students (i.e. \$42,100 per student per annum currently) in the normative study period of UGC-funded RPg programmes. The normative study period for Master of Philosophy studies is 2 years. The normal duration of Doctor of Philosophy studies is 3 years (for students who have a research master’s degree) or 4 years (for students who do not have a research master’s degree).

The studentship scheme will be launched in the 2018/19 academic year. As it takes time to generate investment income after injection into the endowment to fund the studentships scheme, the Education Bureau has set aside \$70 million under UGC in the Estimates of Expenditure 2018-19 as expenditure of the studentship.

It is not a new arrangement to include commitment items, including creation of commitments, under the General Revenue Account into the Estimates for consideration by

the Legislative Council in the context of the Appropriation Bill. The Government briefed the Finance Committee on this arrangement in March 2015. Prior to the inclusion of this relevant item into the Estimates, we have submitted relevant information to the Panel on Education in November 2017. Moreover, we have specified the amount of funding required under the relevant subheads of expenditure, and provided details where appropriate in the Controlling Officer's Report for Members' consideration. In seeking funding approval for the injection into the REF, we have also reported to the Finance Committee on the related arrangements. Please refer to Finance Committee Paper No. FCR(2017-18)50 for details.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0130)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the University Grants Committee (UGC)-funded undergraduate, senior year top-up degree, sub-degree and higher diploma programmes by institution, programme and year of study over the past 5 years (i.e. 2013/14 to 2017/18 academic years);
2. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the UGC-funded taught postgraduate master, taught postgraduate doctor, research postgraduate (Master of Philosophy) and research postgraduate (Doctor of Philosophy) programmes by institution, programme and year of study over the past 5 years (i.e. 2013/14 to 2017/18 academic years);
3. Please give a breakdown of the number of enrolment places, 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 and self-financing universities, by institution, programme and year of study over the past 5 years (i.e. 2013/14 to 2017/18 academic years);
4. Please give a breakdown of the number of enrolment places, actual intakes, unit cost as well as the tuition fees of the taught postgraduate master, taught postgraduate doctor, research postgraduate (Master of Philosophy) and research postgraduate (Doctor of Philosophy) programmes offered by self-financing post-secondary institutions and self-financing universities by institution, programme and year of study over the past 5 years (i.e. 2013/14 to 2017/18 academic years);
5. Please give a breakdown of the respective numbers of the various types of self-financing programmes offered by the departments of UGC-funded institutions by institution over the past 5 years (i.e. 2013/14 to 2017/18 academic years) (set out by sub-degree, undergraduate, taught postgraduate and research postgraduate

programmes), as well as (i) the student intakes, (ii) the tuition fee income, (iii) the number of full-time and part-time teaching and non-teaching staff members employed, and (iv) payroll expenses for such staff members, of such programmes respectively; and

6. Please give a breakdown of the amounts of surpluses/deficits as a result of offering self-financing programmes by the departments of each UGC-funded institution over the past 5 years (i.e. 2013/14 to 2017/18 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 31)

Reply:

- 1 to 2. The approved intake places, approved student number targets and student enrolment of the UGC-funded sub-degree (SD), undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes by institution and broad academic programme category (APC) from the 2013/14 to 2017/18 academic years are at **Annexes A1 to A5**.

The average student unit costs of the UGC-funded places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by universities, by level of study for the 2013/14 to 2016/17 academic years are set out below:

Level of study	Average student unit cost ^{Note 2}			
	2013/14	2014/15	2015/16	2016/17 ^{Note 1}
SD	\$139,000	\$156,000	\$172,000	\$176,000
Ug	\$209,000	\$222,000	\$237,000	\$242,000
TPg	\$202,000	\$215,000	\$230,000	\$232,000
RPg	\$475,000	\$511,000	\$548,000	\$568,000

The average student unit costs for the 2017/18 academic year are not yet available. As funding for publicly-funded programmes is subsumed under the block grants, the UGC is unable to identify and attribute the actual subvention on specific programmes.

Notes:

1. Provisional figures.
2. The bulk of the average student unit cost of a UGC-funded place is subsidised by Government subvention with the remainder funded by income from tuition fees (i.e. \$42,100 per student per year for UG, TPg and RPg programmes; \$15,040 per student per year for SD programmes offered by the Education University of Hong Kong and \$31,575 per student per year for SD programmes offered by other UGC-funded universities).

- 3 to 5. The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing SD, first-year-first-degree (FYFD) and top-up degree programmes by institution from the 2013/14 to 2017/18 academic years are at **Annexes B1 to B3**. The Education Bureau does not maintain information on the unit costs of these programmes.

The number of programmes offered, actual intakes and total tuition fees of full-time locally-accredited self-financing TPg and RPg programmes by institution from the 2013/14 to 2017/18 academic years are at **Annexes C1 to C2**. The Education Bureau does not maintain information on the unit costs of these programmes.

According to the information provided by the UGC-funded universities, information on the tuition fee income, the number of full-time and part-time academic and non-academic staff members employed, and the payroll expenses for these staff members of self-financing programmes for the 2013/14 to 2016/17 academic years is set out at **Annexes D and E**. Information for the 2017/18 academic year is not yet available.

6. According to the information provided by the UGC-funded universities, the surpluses / deficits of self-financing programmes for the 2013/14 to 2016/17 academic years are at **Annex F**. Information for the 2017/18 academic year is not yet available.

**Approved Intake Places, Approved Student Number Targets and Student Enrolment
of UGC-funded Sub-degree Programmes by University and
Broad Academic Programme Category, 2013/14 to 2017/18**

(Full-time equivalent)

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student enrolment
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
		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

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student enrolment
		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	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	95
		Education	357	990	877
		Sub-total	382	1 044	1 019
	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	4 055
2017/18 (Provisional)	CityU	Engineering and Technology	432	841	782
		Sub-total	432	841	782

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student enrolment
	EdUHK	Sciences	17	34	26
		Social Sciences	1	2	16
		Arts and Humanities	8	15	66
		Education	357	969	915
		Sub-total	382	1 021	1 023
	PolyU	Sciences	127	255	197
		Engineering and Technology	502	1 034	1 092
		Business and Management	78	181	170
		Arts and Humanities	50	104	111
		Sub-total	757	1 573	1 570
	Total		1 571	3 435	3 375

Notes:

1. Breakdown of higher diploma programmes is not available.
2. Since some UGC-funded programmes are mapped to more than one 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. The figure zero denotes less than 0.5.
3. “-” denotes nil.
4. Abbreviations
CityU City University of Hong Kong
EdUHK The Education University of Hong Kong
PolyU The Hong Kong Polytechnic University

**Approved Intake Places, Approved Student Number Targets and Student Enrolment
of UGC-funded Undergraduate Programmes by University and
Broad Academic Programme Category, 2013/14 to 2017/18**

(Full-time equivalent)

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
2013/14	CityU	Medicine, Dentistry and Health	5	1	-	12	12
		Sciences	362	67	-	1 671	1 929
		Engineering and Technology	515	102	-	2 167	2 309
		Business and Management	693	290	-	3 445	3 816
		Social Sciences	353	319	-	1 984	1 941
		Arts and Humanities	167	148	-	975	1 280
		Sub-total	2 095	927	-	10 254	11 288
	HKBU	Medicine, Dentistry and Health	45	-	-	255	263
		Sciences	214	45	-	981	1 038
		Business and Management	246	66	-	1 085	1 177
		Social Sciences	355	83	-	1 630	1 807
		Arts and Humanities	290	83	-	1 318	1 492
		Education	73	11	40	393	421
		Sub-total	1 223	288	40	5 662	6 198
	LU	Business and Management	177	44	-	813	856
		Social Sciences	128	28	-	568	591
		Arts and Humanities	248	52	-	1 106	1 123
		Sub-total	553	124	-	2 487	2 570
	CUHK	Medicine, Dentistry and Health	522	100	-	2 760	2 868
		Sciences	619	50	-	2 520	2 787
		Engineering and Technology	480	30	-	1 890	2 031
		Business and Management	589	16	-	2 361	2 985
		Social Sciences	540	45	-	2 251	2 642
		Arts and Humanities	430	59	-	1 802	2 063
		Education	68	15	-	373	352
		Sub-total	3 247	315	-	13 956	15 729

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
	EdUHK	Sciences	77	6	16	408	482
		Business and Management	3	-	-	7	23
		Social Sciences	34	4	2	129	216
		Arts and Humanities	244	29	40	1 495	1 691
		Education	263	3	276	2 150	2 344
		Sub-total	621	41	334	4 188	4 756
	PolyU	Medicine, Dentistry and Health	611	46	-	2 604	2 622
		Sciences	304	122	-	1 409	1 570
		Engineering and Technology	624	287	-	3 171	3 764
		Business and Management	533	268	-	2 737	3 512
		Social Sciences	65	35	-	324	378
		Arts and Humanities	199	180	-	1 207	1 324
		Sub-total	2 337	937	-	11 453	13 171
	HKUST	Sciences	554	32	-	2 194	3 113
		Engineering and Technology	579	53	-	2 441	1 835
		Business and Management	618	14	-	2 559	2 013
		Social Sciences	126	1	-	470	701
		Arts and Humanities	24	-	-	79	1 111
		Education	-	-	-	5	4
		Sub-total	1 901	100	-	7 747	8 777
	HKU	Medicine, Dentistry and Health	570	25	-	2 923	2 971
		Sciences	461	63	-	1 906	2 222
		Engineering and Technology	622	39	-	2 493	2 592
		Business and Management	272	-	-	1 065	1 593
		Social Sciences	623	40	-	2 586	3 103
		Arts and Humanities	403	47	-	1 639	1 706
		Education	71	40	-	524	522
		Sub-total	3 023	255	-	13 137	14 710
	Total		15 000	2 987	374	68 883	77 199
2014/15	CityU	Medicine, Dentistry and Health	5	2	-	18	18
		Sciences	355	108	-	1 669	2 012

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Engineering and Technology	526	200	-	2 347	2 474
		Business and Management	693	354	-	3 451	3 973
		Social Sciences	352	444	-	2 188	2 120
		Arts and Humanities	164	202	-	1 029	1 430
		Sub-total	2 095	1 309	-	10 702	12 028
	HKBU	Medicine, Dentistry and Health	45	-	-	255	270
		Sciences	214	59	-	981	1 054
		Business and Management	246	94	-	1 125	1 161
		Social Sciences	355	117	-	1 661	1 838
		Arts and Humanities	290	115	-	1 368	1 509
		Education	73	13	80	439	426
		Sub-total	1 223	398	80	5 829	6 259
	LU	Business and Management	177	44	-	798	835
		Social Sciences	128	28	-	564	572
		Arts and Humanities	248	52	-	1 098	1 125
		Sub-total	553	124	-	2 460	2 532
	CUHK	Medicine, Dentistry and Health	522	111	-	2 866	2 978
		Sciences	619	83	-	2 607	2 918
		Engineering and Technology	480	33	-	1 941	2 055
		Business and Management	589	16	-	2 387	3 051
		Social Sciences	540	58	-	2 304	2 725
		Arts and Humanities	430	67	-	1 856	2 150
		Education	68	18	-	377	364
		Sub-total	3 247	385	-	14 337	16 241
	EdUHK	Sciences	77	11	16	426	414
		Business and Management	3	0	-	9	-
		Social Sciences	34	16	2	156	360
		Arts and Humanities	244	41	40	1 445	1 648
		Education	263	12	276	2 143	2 324
		Sub-total	621	80	334	4 179	4 747
	PolyU	Medicine, Dentistry and Health	611	65	-	2 803	2 806
		Sciences	304	296	-	1 620	1 585

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Engineering and Technology	624	328	-	3 188	3 851
		Business and Management	533	398	-	2 851	3 791
		Social Sciences	65	28	-	322	419
		Arts and Humanities	199	204	-	1 213	1 409
		Sub-total	2 337	1 319	-	11 998	13 861
	HKUST	Sciences	554	32	-	2 252	2 542
		Engineering and Technology	579	53	-	2 436	2 886
		Business and Management	618	15	-	2 535	2 767
		Social Sciences	126	-	-	488	569
		Arts and Humanities	24	-	-	88	101
		Education	-	-	-	2	2
		Sub-total	1 901	100	-	7 801	8 867
	HKU	Medicine, Dentistry and Health	570	25	-	3 006	3 085
		Sciences	461	63	-	1 958	2 319
		Engineering and Technology	622	39	-	2 536	2 738
		Business and Management	272	16	-	1 102	1 652
		Social Sciences	623	55	-	2 659	3 257
		Arts and Humanities	403	47	-	1 690	1 822
		Education	71	40	-	499	508
		Sub-total	3 023	285	-	13 451	15 382
	Total		15 000	4 000	414	70 757	79 916
2015/16	CityU	Medicine, Dentistry and Health	6	23	-	48	47
		Sciences	376	135	-	1 753	1 943
		Engineering and Technology	502	192	-	2 392	2 591
		Business and Management	696	376	-	3 516	4 011
		Social Sciences	315	393	-	2 083	2 272
		Arts and Humanities	200	276	-	1 342	1 558
		Sub-total	2 095	1 395	-	11 134	12 423
	HKBU	Medicine, Dentistry and Health	45	-	-	255	278
		Sciences	214	68	-	983	1 067
		Business and Management	251	104	-	1 163	1 183

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Social Sciences	344	139	-	1 720	1 928
		Arts and Humanities	295	119	-	1 426	1 602
		Education	73	18	40	413	457
		Sub-total	1 223	448	40	5 960	6 515
	LU	Business and Management	181	46	-	814	841
		Social Sciences	124	30	-	554	577
		Arts and Humanities	248	54	-	1 098	1 114
		Sub-total	553	130	-	2 466	2 532
	CUHK	Medicine, Dentistry and Health	535	115	-	2 981	3 049
		Sciences	606	87	-	2 601	3 013
		Engineering and Technology	480	34	-	1 985	2 014
		Business and Management	589	17	-	2 389	3 057
		Social Sciences	540	62	-	2 345	2 738
		Arts and Humanities	430	70	-	1 887	2 166
		Education	68	19	-	382	370
		Sub-total	3 247	404	-	14 570	16 408
	EdUHK	Sciences	72	9	5	433	464
		Business and Management	8	1	1	23	29
		Social Sciences	86	19	6	429	380
		Arts and Humanities	286	45	42	1 538	1 727
		Education	170	10	279	1 727	2 044
		Sub-total	621	84	334	4 151	4 644
	PolyU	Medicine, Dentistry and Health	604	52	-	2 800	2 810
		Sciences	302	315	-	1 889	1 684
		Engineering and Technology	593	381	-	3 182	4 027
		Business and Management	556	380	-	2 982	3 967
		Social Sciences	83	46	-	424	448
		Arts and Humanities	199	210	-	1 217	1 451
		Sub-total	2 337	1 385	-	12 493	14 388
	HKUST	Sciences	737	65	-	2 764	2 549
		Engineering and Technology	202	18	-	1 241	2 965
		Business and Management	379	16	-	1 872	2 824

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Social Sciences	180	6	-	761	560
		Arts and Humanities	403	15	-	1 186	107
		Education	-	-	-	-	0
		Sub-total	1 901	120	-	7 824	9 005
	HKU	Medicine, Dentistry and Health	573	25	-	3 094	3 166
		Sciences	461	66	-	1 975	2 399
		Engineering and Technology	619	42	-	2 559	2 888
		Business and Management	272	16	-	1 120	1 671
		Social Sciences	623	57	-	2 704	3 336
		Arts and Humanities	403	51	-	1 721	1 869
		Education	71	42	-	467	488
		Sub-total	3 023	299	-	13 641	15 817
	Total		15 000	4 265	374	72 239	81 732
2016/17	CityU	Medicine, Dentistry and Health	36	23	-	100	102
		Sciences	472	133	-	1 887	2 035
		Engineering and Technology	421	199	-	2 291	2 463
		Business and Management	654	368	-	3 490	3 982
		Social Sciences	315	383	-	2 018	2 259
		Arts and Humanities	198	289	-	1 384	1 582
		Sub-total	2 095	1 395	-	11 170	12 424
	HKBU	Medicine, Dentistry and Health	45	-	-	240	282
		Sciences	201	84	-	1 005	1 095
		Business and Management	228	111	-	1 156	1 186
		Social Sciences	335	164	-	1 706	1 884
		Arts and Humanities	275	142	-	1 415	1 663
		Education	87	20	40	434	477
		Sub-total	1 171	521	40	5 956	6 587
	LU	Business and Management	172	46	-	795	874
		Social Sciences	124	29	-	566	583
		Arts and Humanities	235	55	-	1 089	1 138
		Sub-total	531	130	-	2 450	2 595
	CUHK	Medicine, Dentistry and Health	574	113	-	3 131	3 166

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Sciences	621	76	-	2 609	3 065
		Engineering and Technology	475	20	-	1 958	1 953
		Business and Management	583	16	-	2 386	3 044
		Social Sciences	568	77	-	2 347	2 787
		Arts and Humanities	420	65	-	1 872	2 177
		Education	55	38	-	382	378
		Sub-total	3 297	404	-	14 684	16 571
	EdUHK	Sciences	63	3	6	350	438
		Business and Management	13	1	0	27	37
		Social Sciences	77	40	8	450	378
		Arts and Humanities	240	81	42	1 476	1 769
		Education	189	23	278	1 878	2 104
		Sub-total	582	148	334	4 181	4 726
	PolyU	Medicine, Dentistry and Health	677	52	-	2 943	2 881
		Sciences	258	158	-	1 382	1 721
		Engineering and Technology	636	543	-	3 494	4 297
		Business and Management	505	429	-	2 984	3 960
		Social Sciences	63	55	-	378	460
		Arts and Humanities	203	277	-	1 389	1 487
		Sub-total	2 342	1 514	-	12 569	14 806
	HKUST	Sciences	623	56	-	2 247	2 634
		Engineering and Technology	561	60	-	2 571	3 030
		Business and Management	607	31	-	2 520	2 892
		Social Sciences	134	4	-	489	537
		Arts and Humanities	26	-	-	98	111
		Sub-total	1 951	150	-	7 924	9 204
	HKU	Medicine, Dentistry and Health	623	25	-	3 227	3 270
		Sciences	463	76	-	2 001	2 497
		Engineering and Technology	606	44	-	2 550	2 998
		Business and Management	263	10	-	1 106	1 712
		Social Sciences	613	52	-	2 598	3 303

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Arts and Humanities	390	51	-	1 730	1 873
		Education	73	80	-	474	493
		Sub-total	3 031	338	-	13 685	16 145
		Total	15 000	4 600	374	72 619	83 058
2017/18 (Provisional)	CityU	Medicine, Dentistry and Health	36	23	-	130	132
		Sciences	472	124	-	1 976	2 158
		Engineering and Technology	421	199	-	2 213	2 417
		Business and Management	654	368	-	3 440	3 925
		Social Sciences	315	392	-	2 028	2 291
		Arts and Humanities	198	289	-	1 383	1 616
		Sub-total	2 095	1 395	-	11 170	12 539
	HKBU	Medicine, Dentistry and Health	45	-	-	240	275
		Sciences	201	94	-	1 008	1 100
		Business and Management	228	128	-	1 173	1 267
		Social Sciences	335	182	-	1 736	1 889
		Arts and Humanities	275	159	-	1 435	1 698
		Education	87	22	40	449	487
		Sub-total	1 171	585	40	6 041	6 716
	LU	Business and Management	172	46	-	790	847
		Social Sciences	124	29	-	562	575
		Arts and Humanities	235	55	-	1 076	1 116
		Sub-total	531	130	-	2 428	2 538
	CUHK	Medicine, Dentistry and Health	574	115	-	3 172	3 201
		Sciences	621	81	-	2 628	3 235
		Engineering and Technology	475	21	-	1 951	2 015
		Business and Management	583	14	-	2 375	3 111
		Social Sciences	568	71	-	2 365	2 846
		Arts and Humanities	420	63	-	1 853	2 168
		Education	55	40	-	391	388
		Sub-total	3 297	404	-	14 734	16 964
	EdUHK	Sciences	69	4	6	347	455
		Business and Management	14	1	0	40	46

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student Enrolment
			FYFD place	Senior year degree place	Other degree place		
		Social Sciences	70	45	8	452	370
		Arts and Humanities	232	87	42	1 484	1 799
		Education	197	26	278	1 899	2 056
		Sub-total	582	164	334	4 222	4 726
	PolyU	Medicine, Dentistry and Health	677	52	-	3 013	2 945
		Sciences	258	158	-	1 374	1 635
		Engineering and Technology	636	601	-	3 660	4 873
		Business and Management	505	471	-	2 991	3 470
		Social Sciences	63	75	-	392	400
		Arts and Humanities	203	277	-	1 393	1 450
		Sub-total	2 342	1 634	-	12 823	14 773
	HKUST	Sciences	625	56	-	2 311	2 715
		Engineering and Technology	552	60	-	2 553	3 118
		Business and Management	603	31	-	2 534	3 057
		Social Sciences	144	4	-	505	546
		Arts and Humanities	26	-	-	100	117
		Sub-total	1 951	150	-	8 004	9 552
	HKU	Medicine, Dentistry and Health	623	25	-	3 277	3 330
		Sciences	463	76	-	2 011	2 704
		Engineering and Technology	606	44	-	2 539	3 044
		Business and Management	263	10	-	1 092	1 684
		Social Sciences	613	52	-	2 582	3 269
		Arts and Humanities	390	51	-	1 717	1 918
		Education	73	80	-	514	528
		Sub-total	3 031	338	-	13 732	16 477
	Total		15 000	4 800	374	73 154	84 285

Notes:

1. Since some UGC-funded programmes are mapped to more than one 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. The figure zero denotes less than 0.5.
2. “-” denotes nil.
3. 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

**Approved Intake Places, Approved Student Number Targets and Student Enrolment of
UGC-funded Taught Postgraduate Master Programmes by University and
Broad Academic Programme Category, 2013/14 to 2017/18**

(Full-time equivalent)

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student Enrolment
2013/14	CityU	Social Sciences	53	53	53
		Sub-total	53	53	53
	HKBU	Education	123	235	224
		Sub-total	123	235	224
	CUHK	Engineering and Technology	40	80	83
		Social Sciences	55	74	75
		Education	373	558	552
		Sub-total	468	712	710
	EdUHK	Sciences	51	84	64
		Business and Management	2	4	3
		Social Sciences	8	11	9
		Arts and Humanities	78	108	100
		Education	146	220	332
		Sub-total	284	427	507
	PolyU	Social Sciences	15	15	15
		Sub-total	15	15	15
	HKU	Medicine, Dentistry and Health	3	11	14
		Engineering and Technology	111	218	213
		Social Sciences	134	181	194
		Education	221	341	342
		Sub-total	469	751	763
	Total		1 411	2 193	2 271
2014/15	CityU	Social Sciences	53	53	53
		Sub-total	53	53	53
	HKBU	Education	123	235	226
		Sub-total	123	235	226
	CUHK	Engineering and Technology	40	80	85
		Social Sciences	55	74	73
		Education	373	558	577
		Sub-total	468	712	735

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student Enrolment
	EdUHK	Sciences	51	84	53
		Business and Management	2	3	-
		Social Sciences	8	11	47
		Arts and Humanities	78	108	99
		Education	146	220	325
		Sub-total	284	427	524
	PolyU	Social Sciences	-	15	15
		Sub-total	-	15	15
	HKU	Medicine, Dentistry and Health	11	11	15
		Engineering and Technology	107	218	215
		Social Sciences	178	181	185
		Education	221	341	333
		Sub-total	517	751	748
	Total		1 444	2 193	2 299
2015/16	CityU	Social Sciences	53	53	53
		Sub-total	53	53	53
	HKBU	Education	123	235	227
		Sub-total	123	235	227
	CUHK	Engineering and Technology	40	80	80
		Social Sciences	55	74	75
		Education	373	558	546
		Sub-total	468	712	701
	EdUHK	Sciences	32	52	66
		Business and Management	1	3	2
		Social Sciences	26	39	42
		Arts and Humanities	63	89	92
		Education	162	245	325
		Sub-total	285	427	526
	PolyU	Social Sciences	15	15	13
		Sub-total	15	15	13
	HKU	Medicine, Dentistry and Health	3	11	11
		Engineering and Technology	111	218	215
		Social Sciences	134	181	183
		Education	221	341	343

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student Enrolment
		Sub-total	469	751	752
		Total	1 412	2 193	2 271
2016/17	CityU	Social Sciences	71	71	71
		Sub-total	71	71	71
	HKBU	Education	70	183	176
		Sub-total	70	183	176
	CUHK	Engineering and Technology	40	80	79
		Social Sciences	70	89	91
		Education	313	498	477
		Sub-total	423	667	647
	EdUHK	Sciences	25	38	69
		Business and Management	-	-	2
		Social Sciences	28	40	46
		Arts and Humanities	57	74	89
		Education	150	249	336
		Sub-total	259	402	542
	PolyU	Social Sciences	-	15	15
		Sub-total	-	15	15
	HKU	Medicine, Dentistry and Health	11	11	13
		Engineering and Technology	107	218	211
		Social Sciences	222	225	239
		Education	174	294	284
		Sub-total	513	748	746
	Total		1 336	2 085	2 197
2017/18 (Provisional)	CityU	Social Sciences	53	53	53
		Sub-total	53	53	53
	HKBU	Education	70	130	126
		Sub-total	70	130	126
	CUHK	Engineering and Technology	40	80	78
		Social Sciences	55	74	76
		Education	313	430	440
		Sub-total	408	584	594
	EdUHK	Sciences	25	35	74
		Business and Management	-	-	3
		Social Sciences	28	37	48

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student Enrolment
		Arts and Humanities	57	71	96
		Education	150	216	355
		Sub-total	259	359	577
	PolyU	Social Sciences	15	15	17
		Sub-total	15	15	17
	HKU	Medicine, Dentistry and Health	3	11	9
		Engineering and Technology	111	218	214
		Social Sciences	179	226	248
		Education	174	247	244
		Sub-total	466	702	715
	Total		1 271	1 843	2 082

Notes:

1. The UGC-funded TPg programmes cover only master's programmes but not doctoral programmes.
2. Since some UGC-funded programmes are mapped to more than one 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. The figure zero denotes 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

**Approved Student Number Targets and Student Enrolment of UGC-funded
Research Postgraduate (MPhil) Programmes by University and
Broad Academic Programme Category, 2013/14 to 2017/18**

(Full-time equivalent)

Academic year	University	Broad APC	Approved student number target	Student Enrolment
2013/14	CityU	Medicine, Dentistry and Health	0	-
		Sciences	7	-
		Engineering and Technology	6	1
		Business and Management	3	1
		Social Sciences	4	1
		Arts and Humanities	1	-
		Sub-total	22	3
	HKBU	Medicine, Dentistry and Health	2	1
		Sciences	22	19
		Engineering and Technology	1	0
		Business and Management	6	-
		Social Sciences	23	4
		Arts and Humanities	15	6
		Education	1	-
		Sub-total	69	30
	LU	Business and Management	16	18
		Social Sciences	9	12
		Arts and Humanities	16	19
		Sub-total	40	49
	CUHK	Medicine, Dentistry and Health	51	49
		Sciences	143	159
		Engineering and Technology	4	19
		Business and Management	4	1
		Social Sciences	113	101
		Arts and Humanities	102	89
		Sub-total	417	418

Academic year	University	Broad APC	Approved student number target	Student Enrolment
	EdUHK	Education	3	5
		Sub-total	3	5
	PolyU	Medicine, Dentistry and Health	11	10
		Sciences	21	43
		Engineering and Technology	43	37
		Business and Management	22	7
		Social Sciences	2	6
		Arts and Humanities	-	2
		Sub-total	99	104
	HKUST	Sciences	108	119
		Engineering and Technology	126	162
		Business and Management	2	20
		Social Sciences	32	28
		Arts and Humanities	22	8
		Sub-total	291	338
	HKU	Medicine, Dentistry and Health	117	165
		Sciences	188	117
		Engineering and Technology	60	68
		Social Sciences	22	41
		Arts and Humanities	36	54
		Education	10	10
		Sub-total	433	455
	Total		1 375	1 402
2014/15	CityU	Medicine, Dentistry and Health	1	-
		Sciences	10	-
		Engineering and Technology	6	1
		Business and Management	4	1
		Social Sciences	5	-
		Arts and Humanities	2	-
		Sub-total	29	2
	HKBU	Medicine, Dentistry and Health	2	3

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Sciences	24	14
		Engineering and Technology	1	0
		Business and Management	7	-
		Social Sciences	25	4
		Arts and Humanities	16	8
		Education	1	-
		Sub-total	76	29
	LU	Business and Management	15	15
		Social Sciences	8	15
		Arts and Humanities	17	19
		Sub-total	40	49
	CUHK	Medicine, Dentistry and Health	49	45
		Sciences	139	138
		Engineering and Technology	4	19
		Business and Management	4	2
		Social Sciences	110	83
		Arts and Humanities	100	80
		Education	-	1
		Sub-total	407	369
	EdUHK	Education	3	6
		Sub-total	3	6
	PolyU	Medicine, Dentistry and Health	11	8
		Sciences	21	40
		Engineering and Technology	47	33
		Business and Management	27	5
		Social Sciences	2	6
		Arts and Humanities	-	2
		Sub-total	109	95
	HKUST	Sciences	108	130
		Engineering and Technology	126	161
		Business and Management	2	24

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Social Sciences	32	29
		Arts and Humanities	22	8
		Sub-total	290	352
	HKU	Medicine, Dentistry and Health	116	126
		Sciences	188	108
		Engineering and Technology	59	55
		Social Sciences	21	38
		Arts and Humanities	35	58
		Education	10	6
		Sub-total	429	392
		Total	1 383	1 293
2015/16	CityU	Sciences	-	-
		Engineering and Technology	-	1
		Business and Management	-	-
		Social Sciences	-	1
		Arts and Humanities	-	-
		Sub-total	-	2
	HKBU	Medicine, Dentistry and Health	-	3
		Sciences	3	16
		Engineering and Technology	-	-
		Business and Management	-	1
		Social Sciences	1	4
		Arts and Humanities	4	7
		Education	-	-
		Sub-total	8	32
	LU	Business and Management	10	15
		Social Sciences	11	10
		Arts and Humanities	12	14
		Sub-total	32	39
	CUHK	Medicine, Dentistry and Health	30	57
		Sciences	90	120
		Engineering and Technology	18	26

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Business and Management	-	1
		Social Sciences	54	94
		Arts and Humanities	56	83
		Education	1	5
		Sub-total	250	386
	EdUHK	Education	9	9
		Sub-total	9	9
	PolyU	Medicine, Dentistry and Health	6	6
		Sciences	18	32
		Engineering and Technology	41	39
		Business and Management	8	1
		Social Sciences	4	2
		Arts and Humanities	4	1
		Sub-total	81	81
	HKUST	Sciences	91	112
		Engineering and Technology	137	154
		Business and Management	19	30
		Social Sciences	16	30
		Arts and Humanities	5	14
		Sub-total	269	340
	HKU	Medicine, Dentistry and Health	114	114
		Sciences	73	97
		Engineering and Technology	39	39
		Social Sciences	27	30
		Arts and Humanities	35	49
		Education	8	11
		Sub-total	297	340
	Total		947	1 228
2016/17	CityU	Sciences	-	-
		Engineering and Technology	-	1
		Business and Management	-	-
		Social Sciences	-	1

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Arts and Humanities	-	-
		Sub-total	-	2
	HKBU	Medicine, Dentistry and Health	1	5
		Sciences	6	13
		Engineering and Technology	0	0
		Business and Management	-	1
		Social Sciences	1	5
		Arts and Humanities	4	9
		Education	1	-
		Sub-total	12	32
	LU	Business and Management	11	14
		Social Sciences	7	8
		Arts and Humanities	17	14
		Sub-total	35	36
	CUHK	Medicine, Dentistry and Health	17	53
		Sciences	53	124
		Engineering and Technology	-	21
		Business and Management	-	12
		Social Sciences	18	85
		Arts and Humanities	34	86
		Education	1	5
		Sub-total	123	386
	EdUHK	Education	11	13
		Sub-total	11	13
	PolyU	Medicine, Dentistry and Health	9	6
		Sciences	26	58
		Engineering and Technology	25	38
		Business and Management	1	-
		Social Sciences	3	1
		Arts and Humanities	-	1
		Sub-total	65	105

Academic year	University	Broad APC	Approved student number target	Student Enrolment
	HKUST	Sciences	72	111
		Engineering and Technology	112	187
		Business and Management	30	28
		Social Sciences	19	30
		Arts and Humanities	9	23
		Sub-total	242	378
	HKU	Medicine, Dentistry and Health	89	132
		Sciences	64	95
		Engineering and Technology	28	35
		Social Sciences	25	25
		Arts and Humanities	36	38
		Education	5	10
		Sub-total	247	335
	Total		735	1 286
2017/18 (Provisional)	CityU	Medicine, Dentistry and Health	-	1
		Sciences	-	1
		Engineering and Technology	-	1
		Business and Management	-	-
		Social Sciences	-	-
		Arts and Humanities	-	-
		Sub-total	-	2
	HKBU	Medicine, Dentistry and Health	1	3
		Sciences	5	9
		Engineering and Technology	0	0
		Social Sciences	0	4
		Arts and Humanities	4	8
		Education	1	1
		Sub-total	12	25
	LU	Business and Management	10	8
		Social Sciences	6	11
		Arts and Humanities	17	16
		Sub-total	32	35

Academic year	University	Broad APC	Approved student number target	Student Enrolment
	CUHK	Medicine, Dentistry and Health	17	44
		Sciences	54	117
		Engineering and Technology	-	18
		Business and Management	-	10
		Social Sciences	18	86
		Arts and Humanities	34	80
		Education	1	2
		Sub-total	124	357
	EdUHK	Education	10	13
		Sub-total	10	13
	PolyU	Medicine, Dentistry and Health	9	6
		Sciences	26	53
		Engineering and Technology	25	17
		Business and Management	1	1
		Social Sciences	3	1
		Arts and Humanities	-	1
		Sub-total	65	79
	HKUST	Sciences	74	133
		Engineering and Technology	109	195
		Business and Management	35	26
		Social Sciences	17	34
		Arts and Humanities	12	13
		Sub-total	246	402
	HKU	Medicine, Dentistry and Health	87	129
		Sciences	64	82
		Engineering and Technology	27	36
		Social Sciences	25	30
		Arts and Humanities	36	51
		Education	5	9
		Sub-total	244	336
	Total		733	1 249

Notes:

1. Approved intake places are not applicable to UGC-funded RPg programmes. UGC-funded RPg students refer to students funded by UGC within their normal study periods.
2. Since some UGC-funded programmes are mapped to more than one 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. The figure zero denotes 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

**Approved Student Number Targets and Student Enrolment of UGC-funded
Research Postgraduate (PhD) Programmes by University and
Broad Academic Programme Category, 2013/14 to 2017/18**

(Full-time equivalent)

Academic year	University	Broad APC	Approved student number target	Student Enrolment
2013/14	CityU	Medicine, Dentistry and Health	3	11
		Sciences	152	228
		Engineering and Technology	175	213
		Business and Management	77	84
		Social Sciences	54	76
		Arts and Humanities	36	51
		Sub-total	498	662
	HKBU	Medicine, Dentistry and Health	13	15
		Sciences	58	108
		Engineering and Technology	1	1
		Business and Management	12	16
		Social Sciences	14	30
		Arts and Humanities	37	40
		Education	5	11
		Sub-total	139	221
	LU	Business and Management	4	3
		Social Sciences	5	4
		Arts and Humanities	14	18
		Sub-total	24	25
	CUHK	Medicine, Dentistry and Health	187	283
		Sciences	374	366
		Engineering and Technology	217	278
		Business and Management	28	52
		Social Sciences	150	191
		Arts and Humanities	120	153
		Education	42	49
		Sub-total	1 117	1 372

Academic year	University	Broad APC	Approved student number target	Student Enrolment
	EdUHK	Education	36	31
		Sub-total	36	31
	PolyU	Medicine, Dentistry and Health	37	43
		Sciences	100	106
		Engineering and Technology	214	299
		Business and Management	57	61
		Social Sciences	20	16
		Arts and Humanities	33	48
		Sub-total	461	573
	HKUST	Sciences	315	371
		Engineering and Technology	405	565
		Business and Management	55	42
		Social Sciences	18	24
		Arts and Humanities	19	11
		Sub-total	812	1 013
	HKU	Medicine, Dentistry and Health	208	423
		Sciences	342	422
		Engineering and Technology	242	370
		Business and Management	29	29
		Social Sciences	168	210
		Arts and Humanities	75	104
		Education	69	127
		Sub-total	1 134	1 686
	Total		4 220	5 583
2014/15	CityU	Medicine, Dentistry and Health	5	12
		Sciences	170	205
		Engineering and Technology	165	305
		Business and Management	73	80
		Social Sciences	61	94
		Arts and Humanities	34	43
		Sub-total	508	739

Academic year	University	Broad APC	Approved student number target	Student Enrolment
	HKBU	Medicine, Dentistry and Health	14	20
		Sciences	64	109
		Engineering and Technology	1	1
		Business and Management	13	15
		Social Sciences	15	41
		Arts and Humanities	40	44
		Education	6	9
		Sub-total	152	239
	LU	Business and Management	6	5
		Social Sciences	7	5
		Arts and Humanities	15	23
		Sub-total	28	33
	CUHK	Medicine, Dentistry and Health	182	304
		Sciences	364	414
		Engineering and Technology	212	294
		Business and Management	27	54
		Social Sciences	146	195
		Arts and Humanities	117	148
		Education	41	46
		Sub-total	1 088	1 456
	EdUHK	Education	43	23
		Sub-total	43	23
	PolyU	Medicine, Dentistry and Health	38	48
		Sciences	103	127
		Engineering and Technology	215	296
		Business and Management	58	64
		Social Sciences	21	19
		Arts and Humanities	34	44
		Sub-total	469	599
	HKUST	Sciences	314	383
		Engineering and Technology	404	542

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Business and Management	54	43
		Social Sciences	17	25
		Arts and Humanities	19	10
		Sub-total	810	1 002
	HKU	Medicine, Dentistry and Health	211	450
		Sciences	339	405
		Engineering and Technology	228	394
		Business and Management	26	30
		Social Sciences	164	210
		Arts and Humanities	80	109
		Education	66	122
		Sub-total	1 114	1 720
	Total		4 212	5 810
2015/16	CityU	Medicine, Dentistry and Health	8	19
		Sciences	191	219
		Engineering and Technology	172	343
		Business and Management	65	88
		Social Sciences	75	86
		Arts and Humanities	40	50
		Sub-total	552	806
	HKBU	Medicine, Dentistry and Health	13	17
		Sciences	97	111
		Engineering and Technology	1	2
		Business and Management	21	18
		Social Sciences	40	43
		Arts and Humanities	53	49
		Education	8	6
		Sub-total	234	245
	LU	Business and Management	6	5
		Social Sciences	8	8
		Arts and Humanities	21	24

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Sub-total	35	37
	CUHK	Medicine, Dentistry and Health	262	329
		Sciences	326	457
		Engineering and Technology	228	334
		Business and Management	43	52
		Social Sciences	180	213
		Arts and Humanities	152	165
		Education	39	40
		Sub-total	1 230	1 590
	EdUHK	Education	41	29
		Sub-total	41	29
	PolyU	Medicine, Dentistry and Health	43	49
		Sciences	109	142
		Engineering and Technology	231	303
		Business and Management	62	73
		Social Sciences	21	22
		Arts and Humanities	33	43
		Sub-total	500	632
	HKUST	Sciences	303	400
		Engineering and Technology	459	581
		Business and Management	35	31
		Social Sciences	19	27
		Arts and Humanities	9	8
		Sub-total	824	1 046
	HKU	Medicine, Dentistry and Health	312	419
		Sciences	287	431
		Engineering and Technology	263	414
		Business and Management	26	26
		Social Sciences	173	207
		Arts and Humanities	78	105
		Education	92	144

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Sub-total	1 233	1 746
		Total	4 648	6 131
2016/17	CityU	Medicine, Dentistry and Health	7	31
		Sciences	157	270
		Engineering and Technology	223	389
		Business and Management	87	93
		Social Sciences	68	79
		Arts and Humanities	41	63
		Sub-total	583	925
	HKBU	Medicine, Dentistry and Health	19	19
		Sciences	114	114
		Engineering and Technology	1	1
		Business and Management	22	18
		Social Sciences	30	36
		Arts and Humanities	39	44
		Education	7	7
		Sub-total	233	239
	LU	Business and Management	4	4
		Social Sciences	10	12
		Arts and Humanities	16	20
		Sub-total	30	36
	CUHK	Medicine, Dentistry and Health	262	356
		Sciences	382	462
		Engineering and Technology	259	337
		Business and Management	35	48
		Social Sciences	191	222
		Arts and Humanities	143	155
		Education	34	33
		Sub-total	1 305	1 613
	EdUHK	Education	56	49
		Sub-total	56	49

Academic year	University	Broad APC	Approved student number target	Student Enrolment
	PolyU	Medicine, Dentistry and Health	39	47
		Sciences	120	143
		Engineering and Technology	247	306
		Business and Management	77	84
		Social Sciences	20	21
		Arts and Humanities	40	39
		Sub-total	542	639
	HKUST	Sciences	318	425
		Engineering and Technology	463	579
		Business and Management	35	38
		Social Sciences	22	26
		Arts and Humanities	7	6
		Sub-total	845	1 073
	HKU	Medicine, Dentistry and Health	333	421
		Sciences	277	404
		Engineering and Technology	277	405
		Business and Management	27	27
		Social Sciences	174	198
		Arts and Humanities	82	110
		Education	94	131
		Sub-total	1 266	1 697
	Total		4 860	6 271
2017/18 (Provisional)	CityU	Medicine, Dentistry and Health	6	42
		Sciences	166	281
		Engineering and Technology	230	402
		Business and Management	86	114
		Social Sciences	69	84
		Arts and Humanities	42	72
		Sub-total	600	995
	HKBU	Medicine, Dentistry and Health	19	15
		Sciences	111	103

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Engineering and Technology	1	2
		Business and Management	22	15
		Social Sciences	29	30
		Arts and Humanities	38	36
		Education	7	11
		Sub-total	227	212
	LU	Business and Management	6	6
		Social Sciences	11	18
		Arts and Humanities	14	20
		Sub-total	31	44
	CUHK	Medicine, Dentistry and Health	263	348
		Sciences	384	496
		Engineering and Technology	260	356
		Business and Management	35	59
		Social Sciences	192	206
		Arts and Humanities	145	150
		Education	34	39
		Sub-total	1 313	1 654
	EdUHK	Education	59	63
		Sub-total	59	63
	PolyU	Medicine, Dentistry and Health	39	46
		Sciences	121	151
		Engineering and Technology	247	327
		Business and Management	78	92
		Social Sciences	20	24
		Arts and Humanities	40	44
		Sub-total	544	685
	HKUST	Sciences	322	428
		Engineering and Technology	450	554
		Business and Management	35	39
		Social Sciences	23	30

Academic year	University	Broad APC	Approved student number target	Student Enrolment
		Arts and Humanities	8	8
		Sub-total	838	1 060
	HKU	Medicine, Dentistry and Health	329	398
		Sciences	274	381
		Engineering and Technology	274	402
		Business and Management	26	52
		Social Sciences	172	175
		Arts and Humanities	81	99
		Education	93	126
		Sub-total	1 250	1 633
	Total		4 862	6 346

Notes:

1. Approved intake places are not applicable to UGC-funded RPg programmes. UGC-funded RPg students refer to students funded by UGC within their normal study periods.
2. Since some UGC-funded programmes are mapped to more than one 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. The figure zero denotes 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

**Estimated Intake Places of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution, 2013/14 to 2017/18**

Institution	2013/14 academic year				2014/15 academic year				2015/16 academic year				2016/17 academic year				2017/18 academic year			
	Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place			
	SD	FYFD	Top-up degree	Total	SD	FYFD	Top-up degree	Total	SD	FYFD ^[1]	Top-up degree	Total	SD	FYFD ^[1]	Top-up degree	Total	SD	FYFD ^[1]	Top-up degree	Total
Caritas Bianchi College of Careers	400	-	-	400	290	-	-	290	270	-	-	270	185	-	-	185	260	-	-	260
Caritas Institute of Community Education	-	-	-	-	60	-	-	60	296	-	-	296	132	-	-	132	120	-	-	120
Caritas Institute of Higher Education	400	360	30	790	340	660	200	1 200	300	360	345	1 005	195	330	325	850	180	360	190	730
Centennial College	-	240	320	560	-	320	320	640	-	440	320	760	-	440	320	760	-	145	105	250
Chu Hai College of Higher Education	-	725	-	725	-	880	-	880	-	1 030	-	1 030	-	1 040	-	1 040	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education/Community College of City University/UOW College Hong Kong	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	2 900	390	850	4 140
Gratia Christian College	-	-	-	-	-	-	-	-	-	180	-	180	-	180	-	180	-	100	80	180
Hang Seng Management College	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497	-	1 300	260	1 560	-	1 210	295	1 505
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900	1 960	-	-	1 960	1 700	-	-	1 700
Hong Kong Adventist College	40	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	55	65	-	120	80	65	-	145	80	65	-	145	50	65	-	115	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education/College of International Education	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	1 865	120	1 090	3 075
Hong Kong College of Technology and HKCT Institute of Higher Education	1 030	-	-	1 030	1 005	20	20	1 045	375	25	25	425	275	15	25	315	220	15	25	260
Hong Kong Institute of Technology	662	210	130	1 002	300	250	170	720	300	100	191	591	200	150	191	541	200	50	100	350
Hong Kong Nang Yan College of Higher Education	300	-	-	300	90	120	40	250	90	120	80	290	60	180	100	340	40	80	50	170
Hong Kong Shue Yan University	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283	-	1 245	-	1 245	-	950	-	950
The Community College at Lingnan University and Lingnan Institute of Further Education	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680	650	-	-	650	528	-	-	528
Pui Ching Academy	150	-	-	150	260	-	-	260	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Hong Kong	-	175	-	175	-	225	-	225	-	300	-	300	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855	1 210	-	455	1 665	1 052	-	200	1 252
The Education University of Hong Kong	250	355	112	717	226	380	139	745	126	379	139	644	-	334	140	474	-	293	229	522
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705	3 675	-	2 158	5 833	4 200	-	1 755	5 955
The Hong Kong University of Science and Technology	-	-	-	-	-	45	-	45	-	45	-	45	-	45	-	45	-	45	-	45
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	740	371	886	1 997	1 035	1 796	1 256	4 087	1 440	1 460	1 380	4 280	1 080	1 710	1 050	3 840	1 080	1 710	1 359	4 149
HKU School of Professional and Continuing Education/HKU SPACE Community College	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351	2 800	85	507	3 392	2 500	85	337	2 922
Tung Wah College	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165	310	660	320	1 290	460	605	230	1 295

Institution	2013/14 academic year				2014/15 academic year				2015/16 academic year				2016/17 academic year				2017/18 academic year			
	Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place			
	SD	FYFD	Top-up degree	Total	SD	FYFD	Top-up degree	Total	SD	FYFD ^[1]	Top-up degree	Total	SD	FYFD ^[1]	Top-up degree	Total	SD	FYFD ^[1]	Top-up degree	Total
Vocational Training Council	5 056	495	1 235	6 786	3 740	660	2 340	6 740	3 030	930	2 705	6665	2 610	1 010	2 978	6 598	1 700	740	2 460	4 900
Yew Chung Community College	420	-		420	180	-	-	180	120	-	-	120	120	-	-	120	120	-	-	120
YMCA College of Careers	40	-	-	40	90	-	-	90	90	-	-	90	80	-	-	80	70	-	-	70

Notes:

[1] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.

“-” Denotes relevant programmes were not offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution, 2013/14 to 2017/18**

Institution	2013/14 academic year				2014/15 academic year				2015/16 academic year				2016/17 academic year				2017/18 academic year			
	Actual intake				Actual intake				Actual intake				Actual intake				Actual intake ^[1]			
	SD	FYFD	Top-up degree	Total	SD	FYFD	Top-up degree	Total	SD	FYFD ^[2]	Top-up degree	Total	SD	FYFD ^[2]	Top-up degree	Total	SD	FYFD ^[2]	Top-up degree	Total
Caritas Bianchi College of Careers	215	-	-	215	191	-	-	191	162	-	-	162	128	-	-	128	192	-	-	192
Caritas Institute of Community Education	-	-	-	-	36	-	-	36	88	-	-	88	90	-	-	90	73	-	-	73
Caritas Institute of Higher Education	216	73	64	353	207	307	130	644	174	283	121	578	158	277	105	540	122	289	97	508
Centennial College	-	154	77	231	-	105	119	224	-	75	62	137	-	25	10	35	-	33	29	62
Chu Hai College of Higher Education	-	309	-	309	-	381	-	381	-	169	-	169	-	165	-	165	-	133	74	207
City University of Hong Kong and its School of Continuing and Professional Education/Community College of City University/UOW College Hong Kong	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 299	-	1 110	4 409	3 337	227	676	4 240	2 887	250	548	3 685
Gratia Christian College	-	-	-	-	-	-	-	-	-	51	-	51	-	17	-	17	7	21	-	28
Hang Seng Management College	106	755	65	926	85	1 479	89	1 653	-	1 071	136	1 207	-	1 166	233	1 399	-	1 085	331	1 416
HKU SPACE Po Leung Kuk Stanley Ho Community College	992	-	-	992	1 252	-	-	1 252	1 177	-	-	1 177	1 111	-	-	1 111	715	-	-	715
Hong Kong Art School	54	42	-	96	60	61	-	121	42	36	-	78	36	37	-	73	31	40	-	71
Hong Kong Baptist University and its School of Continuing Education/College of International Education	1 750	-	693	2 443	1 861	132	982	2 975	1 888	126	950	2 964	1 871	137	898	2 906	1 615	172	846	2 633
Hong Kong College of Technology and HKCT Institute of Higher Education	336	-	-	336	268	@	@	268	207	@	@	207	206	@	@	206	205	@	@	205
Hong Kong Institute of Technology	587	71	127	785	230	193	248	671	215	13	138	366	179	58	66	303	147	53	51	251
Hong Kong Nang Yan College of Higher Education	20	-	-	20	5	8	15	28	12	25	13	50	-	13	5	18	-	6	8	14
Hong Kong Shue Yan University	-	1 495	-	1 495	-	1 262	-	1 262	-	1 337	-	1 337	-	880	-	880	-	948	277	1 225
The Community College at Lingnan University and Lingnan Institute of Further Education	1 333	-	-	1 333	601	-	-	601	499	-	-	499	468	-	-	468	481	-	-	481
Pui Ching Academy	3	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Hong Kong	-	178	-	178	-	129	-	129	-	115	-	115	-	157	-	157	-	137	-	137
School of Continuing and Professional Studies, The Chinese University of Hong Kong	979	-	295	1 274	1 171	-	387	1 558	1 074	-	220	1 294	884	-	134	1 018	788	-	92	880
The Education University of Hong Kong	181	350	109	640	212	358	126	696	115	288	131	534	-	279	124	403	-	197	185	382
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 713	-	1 806	5 519	4 206	-	1 683	5 889	5 795	-	1 425	7 220
The Hong Kong University of Science and Technology	-	-	-	-	-	41	-	41	-	48	-	48	-	56	-	56	-	45	-	45
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	626	264	920	1 810	856	1 779	1 341	3 976	1 018	1 880	1 394	4 292	835	1 639	1 326	3 800	846	1 517	1 379	3 742
HKU School of Professional and Continuing Education/HKU SPACE Community College	2 532	57	230	2 819	2 911	71	349	3 331	2 719	60	486	3 265	2 685	49	241	2 975	2 291	38	183	2 512
Tung Wah College	231	475	165	871	78	394	181	653	107	363	118	588	232	348	127	707	233	373	117	723
Vocational Training Council	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	761	2 043	5 806	2 453	623	2 002	5 078	1 836	633	2 338	4 807
Yew Chung Community College	44	-	-	44	84	-	-	84	107	-	-	107	104	-	-	104	74	-	-	74
YMCA College of Careers	23	-	-	23	32	-	-	32	37	-	-	37	28	-	-	28	21	-	-	21

Notes:

- [1] Provisional figures as at late October 2017. The final actual intakes may vary.
- [2] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.
- “.” Denotes relevant programmes were not offered.
- @ The institution did not provide the figures.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution, 2013/14 to 2017/18**

Institution	Average annual tuition fees (\$)														
	2013/14 academic year			2014/15 academic year			2015/16 academic year			2016/17 academic year			2017/18 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
Caritas Bianchi College of Careers	51,015 - 56,540	-	-	51,800 - 57,705	-	-	54,000 - 60,500	-	-	56,060 - 62,800	-	-	52,800 - 65,315	-	-
Caritas Institute of Community Education	-	-	-	48,500	-	-	46,000 - 48,500	-	-	47,250 - 53,250	-	-	52,000 - 54,600	-	-
Caritas Institute of Higher Education	51,015 - 55,390	60,095 - 61,903	62,230	51,800 - 56,235	64,023 - 89,100	65,473 - 66,590	54,000 - 58,500	66,250 - 94,050	67,667 - 71,280	56,060 - 60,730	69,105 - 101,640	70,580 - 71,970	63,165	72,565 - 104,720	72,837 - 75,575
Centennial College	-	87,000	92,000	-	87,000	92,000	-	94,000	99,000	-	94,000	99,000	-	94,000	99,000
Chu Hai College of Higher Education	-	53,429 - 61,500	-	-	65,000 - 65,833	-	-	68,500 - 69,333	-	-	71,500	-	-	71,500	72,333 - 74,000
City University of Hong Kong and its School of Continuing and Professional Education ^[1] /Community College of City University/UOW College Hong Kong	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	47,250 - 83,900	76,800 - 120,000	72,313 - 105,300
Gratia Christian College	-	-	-	-	-	-	-	62,500	-	-	62,500	-	61,500	65,500	68,000
Hang Seng Management College	48,000	66,500	68,000	49,500	69,000	70,500	-	77,250	82,300	-	79,800	81,466 - 84,800	-	82,600	84,333 - 87,800
HKU SPACE Po Leung Kuk Stanley Ho Community College	52,500	-	-	52,500	-	-	55,000	-	-	55,000	-	-	55,000	-	-
Hong Kong Art School ^[1]	45,000	81,400	-	46,500	81,400	-	48,000	84,000	-	49,500	86,700	-	51,975	91,040	-
Hong Kong Baptist University and its School of Continuing Education/ College of International Education	48,750 - 66,978	-	63,000 - 82,500	47,250 - 55,000	58,720	50,463 - 108,000	47,250 - 55,000	58,720	50,463 - 108,000	47,250 - 57,000	58,720	78,000 - 158,000	47,250 - 57,000	58,720	78,000 - 158,000
Hong Kong College of Technology and HKCT Institute of Higher Education	43,740 - 51,600	-	-	47,100 - 54,120	64,750	66,000	47,100 - 54,120	64,750	66,000	49,880 - 56,760	66,000	66,000	50,880 - 59,070	67,250	70,500
Hong Kong Institute of Technology ^[1]	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	42,000 - 65,000	58,800	58,800
Hong Kong Nang Yan College of Higher Education	38,000	-	-	38,000	60,000	60,000	40,000	63,000 - 69,000	63,000 - 76,500	41,000	65,000 - 71,000	65,000 - 79,000	41,000	65,000 - 71,000	65,000 - 79,000
Hong Kong Shue Yan University	-	55,000	-	-	60,000	-	-	60,000	-	-	60,000	-	-	68,000	68,000
The Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	-	43,800 - 50,000	-	-	48,000 - 52,500	-	-	50,000 - 52,500	-	-	51,500 - 64,800	-	-
Pui Ching Academy	41,000	-	-	41,000 - 44,000	-	-	-	-	-	-	-	-	-	-	-

Institution	Average annual tuition fees (\$)														
	2013/14 academic year			2014/15 academic year			2015/16 academic year			2016/17 academic year			2017/18 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
SCAD Hong Kong ^[1]	-	279,755	-	-	282,215	-	-	287,856	-	-	281,014	-	-	286,763	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[1]	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	50,200 - 76,245	-	90,000 - 127,800
The Education University of Hong Kong	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	-	78,000 - 88,500	75,750 - 88,500
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	50,400 - 55,440	-	66,650 - 110,000	50,400 - 55,440	-	64,500 - 120,000	50,400 - 55,440	-	64,500 - 120,000	52,500 - 62,475	-	67,500 - 120,000	54,300 - 64,605	-	69,900 - 92,385
The Hong Kong University of Science and Technology	-	-	-	-	247,759	-	-	251,649	-	-	251,649	-	-	256,613	-
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education ^[1]	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	56,400 - 86,670	71,360 - 115,920	71,360 - 109,785
HKU School of Professional and Continuing Education/HKU SPACE Community College ^[1]	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	55,000 - 76,000	55,200	54,900 - 110,700
Tung Wah College	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600	52,500 - 76,250	66,000 - 108,800	42,000 - 90,600	60,000 - 76,250	68,100 - 115,600	42,000 - 105,700	54,000 - 88,150	62,250 - 115,600	42,000 - 109,475	54,000 - 88,150	63,495 - 129,030	72,990 - 109,475
Vocational Training Council ^[1]	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	54,400 - 55,600	74,250 - 96,690	63,080 - 98,550
Yew Chung Community College	60,500	-	-	63,150 - 63,650	-	-	64,900	-	-	67,000	-	-	69,000	-	-
YMCA College of Careers	44,250	-	-	46,000	-	-	43,200 - 46,000	-	-	45,000 - 49,500	-	-	47,500 - 52,000	-	-

Notes:

[1] Institutions offering locally-accredited non-local FYFD and/or top-up degree programmes.

“-” Denotes relevant programmes were not offered.

**Number of Programmes Offered, Actual Intakes and Total Tuition Fees of Locally-accredited Self-financing
Taught Postgraduate Programmes by Institution, 2013/14 to 2017/18**

Institution	2013/14			2014/15			2015/16			2016/17			2017/18 #		
	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)
Chu Hai College of Higher Education	-	-	-	-	-	-	3	23	80,000 - 20,000	3	28	80,000 - 20,000	3	NA	80,000 - 20,000
City University of Hong Kong	66	3 240	34,080 - 634,000	68	3 466	34,080 - 677,310	63	3 334	36,120 - 696,690	58	3 204	44,280 - 706,380	61	NA	44,280 - 706,380
Hang Seng Management College	-	-	-	-	-	-	-	-	-	1	9	100,800	1	NA	100,800
Hong Kong Baptist University	63	2 332	14,000 - 428,000	69	2 392	65,000 - 428,000	59	2 029	65,000 - 495,000	66	1 827	65,000 - 495,000	68	NA	65,000 - 590,000
Hong Kong Shue Yan University	8	88	66,000 - 126,000	8	80	66,000 - 126,000	6	81	68,000 - 126,000	8	72	68,000 - 138,600	9	NA	76,800 - 138,600
Lingnan University	8	232	55,000 - 120,000	9	318	65,000 - 126,000	10	305	52,000 - 152,000	11	326	52,000 - 152,000	11	NA	52,000 - 152,000
SCAD Hong Kong	7	6	NA	7	9	258,324 - 532,149	4	6	273,771 - 561,231	8	10	279,349 - 564,285	8	NA	284,931 - 575,562
The Chinese University of Hong Kong	201	6 070	45,000 - 550,800	206	5 686	50,000 - 550,800	186	5 250	52,000 - 645,540	182	5 204	55,000 - 674,700	187	NA	57,500 - 708,366
The Hong Kong Academy for Performing Arts	10	57	168,000 - 200,000	12	49	168,000 - 200,000	9	52	190,000 - 228,000	10	54	190,000 - 228,000	10	NA	190,000 - 228,000
The Education University of Hong Kong	24	745	78,000 - 252,000	24	725	78,000 - 273,600	23	692	83,000 - 286,560	29	827	84,000 - 311,040	31	NA	91,200 - 329,760
The Hong Kong Polytechnic University	103	3 729	81,000 - 634,000	105	3 743	81,000 - 690,000	89	3 546	81,000 - 690,000	149	3 523	90,000 - 707,400	161	NA	90,000 - 707,400
The Hong Kong University of Science and Technology	50	1 575	45,000 - 1,190,000	52	1 763	50,000 - 1,205,000	51	1 815	50,000 - 1,250,000	54	1 809	55,000 - 1,250,000	64	NA	55,000 - 1,269,000
The Open University of Hong Kong	16	81	45,200 - 200,000	22	177	46,800 - 184,480	17	261	23,400 - 126,000	42	297	31,500 - 184,480	36	NA	31,500 - 200,105
The University of Hong Kong	169	4 568	12,400 - 975,312	184	4 514	13,400 - 1,095,120	163	4 844	14,800 - 1,051,200	156	4 811	13,900 - 1,307,592	222	NA	13,900 - 1,307,592

Notes:

1. TPg programmes cover postgraduate certificate, postgraduate diploma, master's degree and doctoral programmes. Figures include both full-time and part-time mode of study lasting at least 1 year.
2. “-” denotes relevant programmes were not offered in the academic year.
3. “#” denotes provisional figures.
4. NA denotes not available.

**Number of Programmes Offered, Actual Intakes and Total Tuition Fees of Locally-accredited Self-financing
Research Postgraduate Programmes by Institution, 2013/14 to 2017/18**

Institution	2013/14			2014/15			2015/16			2016/17			2017/18 #		
	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)	No of programme	Actual intake	Total tuition fee (\$)
The Hong Kong University of Science and Technology	N/A	52	160,000	N/A	53	160,000	N/A	70	-	N/A	74	160,000	N/A	NA	160,000
The Open University of Hong Kong	1	2	NA	1	1	NA	1	2	NA	2	1	NA	2	NA	NA

Notes:

1. Self-financing RPg programmes only include self-financing MPhil and PhD programmes. The tuition fees above are based on normal programme duration.
2. Admission to locally-accredited self-financing RPg programmes offered by the UGC-funded universities is on student basis, hence a breakdown by programme is not available.
3. With the exception of the Hong Kong University of Science and Technology, the other UGC-funded universities did not admit any locally-accredited self-financing RPg students in the academic years concerned.
4. “-” denotes relevant programmes were not offered in the academic year.
5. “#” denotes provisional figures.
6. NA denotes not available.
7. N/A denotes not applicable.

Tuition Fee Income from Self-financing Programmes Offered by UGC-funded Universities ^{Note}
2013/14 to 2016/17 academic years

University (\$ million)	City University of Hong Kong				Hong Kong Baptist University				Lingnan University				The Chinese University of Hong Kong			
Academic year	13/14	14/15	15/16	16/17	13/14	14/15	15/16	16/17	13/14	14/15	15/16	16/17	13/14	14/15	15/16	16/17
SD	316	263	1	2	241	209	197	196	226	94	78	70	184	158	160	157
Ug	347	343	264	224	133	158	201	190	4	6	8	4	16	17	10	7
TPg	454	519	570	569	266	307	281	249	27	40	41	47	814	809	815	811
RPg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,117	1,125	835	795	640	674	679	635	257	140	127	121	1,014	984	985	975
University (\$ million)	The Education University of Hong Kong				The Hong Kong Polytechnic University				The Hong Kong University of Science and Technology				The University of Hong Kong			
Academic year	13/14	14/15	15/16	16/17	13/14	14/15	15/16	16/17	13/14	14/15	15/16	16/17	13/14	14/15	15/16	16/17
SD	21	18	16	5	395	353	355	386	0	0	0	0	548	454	474	476
Ug	87	89	120	117	428	462	459	399	0	8	13	9	245	260	237	197
TPg	72	83	84	98	472	484	519	551	377	443	501	474	673	726	789	831
RPg	0	0	0	0	0	0	0	0	6	3	0	0	0	0	0	0
Total	180	190	220	220	1,295	1,299	1,333	1,336	383	454	514	483	1,466	1,440	1,500	1,504

Source: Information provided by UGC-funded universities.

Figures may not add up due to rounding.

"0" denotes an income less than \$500,000 or such programmes were not offered by the university concerned.

Figures include tuition fee income from both full-time and part-time programmes.

Note: The financial information set out in this annex covers both the self-financing programmes offered by 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}
2013/14 to 2016/17 academic years

(i) Number of staff ^{Note 2}

University	City University of Hong Kong		Hong Kong Baptist University <small>Note 4</small>		Lingnan University		The Chinese University of Hong Kong <small>Note 5</small>		The Education University of Hong Kong		The Hong Kong Polytechnic University <small>Note 6</small>		The Hong Kong University of Science and Technology		The University of Hong Kong <small>Note 7</small>	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
2013/14 academic year																
Academic staff	449	194	383	309	177	24	204	528	10	49	463	1 446	4	3	Not available	
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 year																
Academic staff	417	214	489	306	129	12	210	467	6	53	478	1 402	6	1	Not available	
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 year																
Academic staff	257	163	471	355	72	14	203	439	7	63	483	1 475	6	2	Not available	
Non-academic staff	Not available <small>Note 3</small>		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		
2016/17 academic year																
Academic staff	256	128	463	343	43	17	232	389	4	62	472	1 302	10	4	Not available	
Non-academic staff	Not available <small>Note 3</small>		248	3	83	5	395	3	23	13	146	613	91	-		
Total	256	128	711	346	126	22	627	392	27	75	618	1 915	101	4		

Source: Information provided by UGC-funded universities.

- Notes:**
- (1) The financial information set out in this annex covers both the self-financing programmes offered by the university proper and those provided by other self-financing operations.
 - (2) Staff number is reported in full-time equivalent unless otherwise stated.

- (3) According to the City University of Hong Kong, the number of staff of its Community College was reported up to the 2014/15 academic year as the College was transferred out from the university on 1 July 2015.
- (4) Hong Kong Baptist University reported the number of part-time staff on a headcount basis.
- (5) The Chinese University of Hong Kong reported the number of full-time staff and part-time staff on a headcount basis.
- (6) The Hong Kong Polytechnic University reported the number of full-time staff in full-time equivalent and part-time staff on a headcount basis.
- (7) According to the University of Hong Kong, information on staff number, both academic and non-academic, is not readily available.
- (8) “FT” stands for full-time and “PT” stands for part-time.

(ii) Staff costs (\$ million)

University	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		The University of Hong Kong			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
2013/14 academic year																		
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 year																		
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 year																		
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					
2016/17 academic year																		
Academic staff	247		229		34		236		73		540		73		733			
Non-academic staff	26		65		28		152		14		126		54					
Total	273		294		62		388		87		666		127					

Source: Information provided by UGC-funded universities.

Figures may not add up due to rounding.

“FT” stands for full-time and “PT” stands for part-time.

Surplus / Deficit from Self-financing Programmes Offered by UGC-funded Universities ^{Note}
2013/14 to 2016/17 academic years

University	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	The University of Hong Kong
Surplus/(Deficit) (\$ million)								
2013/14 academic year	185	40	3	194	44	266	65	233
2014/15 academic year	193	45	(34)	207	41	89	89	225
2015/16 academic year	169	38	0	125	40	(28)	123	219
2016/17 academic year	161	56	3	142	42	(34)	90	270

Source: Information provided by UGC-funded universities.

Note: The financial information set out in this annex covers both the self-financing programmes offered by the university proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0132)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide by institution, year of study and programme, the expenditure required for and revenue generated from self-financing post-secondary programmes for the past 5 years (2013/14 to 2017/18);
2. Please list, by institution, the overall surplus, donations received, total amount of funds and liabilities of the respective University Grants Committee (UGC)-funded institutions for the past 5 years (2013/14 to 2017/18); and
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 institution for the past 5 years (2013/14 to 2017/18).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 33)

Reply:

1. We do not have the information on the expenditure required for and revenue generated by the self-financing post-secondary programmes (by university, year of study and programme) by University Grants Committee (UGC)-funded universities for the 2013/14 to 2017/18 academic years.
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 2013/14 to 2016/17 academic years are at **Annex A**. Information for the 2017/18 academic year is not yet available.
3. Based on the information provided by universities, the surpluses / deficits of self-financing programmes for the 2013/14 to 2016/17 academic years are at **Annex B**. Information for the 2017/18 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 2013/14 to 2017/18 academic years.

Surplus / Deficit, donations received, total funds and liabilities of UGC-funded universities ^{Note 1}
(2013/14 - 2016/17 academic years)

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) for the year (\$ million)								
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)
2016/17	976	265	79	1,424	130	399	576	1,566
Donations received for the year (\$ million)								
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
2016/17	187	109	43	696	72	238	66	443
Total funds ^{Note 2} (\$ million)								
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
2016/17	8,302	6,045	2,352	21,869	2,990	9,455	11,547	25,979
Total liabilities ^{Note 3} (\$ million)								
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
2016/17	2,241	1,518	339	2,823	600	4,113	1,495	4,295

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}
(2013/14 - 2016/17 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
2016/17	161	56	3	142	42	(34)	90	270

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

(Question Serial No. 0133)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following for the past 5 years (2013/14 to 2017/18):

1. the names of the top 10 funded undergraduate programmes, offered by each University Grants Committee (UGC)-funded institution, which admitted the largest numbers of local applicants who hold non-local public examination results or academic qualifications (in terms of number and percentage respectively); the numbers of these applicants admitted to each of such programmes, as well as their percentage and median admission score; and the numbers of applicants admitted to each of such programmes through Joint University Programmes Admissions System (JUPAS) and their median admission score;
2. the names of the top 10 undergraduate programmes, offered by each UGC-funded institution, which admitted the largest numbers of non-local students (in terms of number and percentage respectively); the numbers of these applicants admitted to each of such programmes, as well as their percentage and median admission score; and the numbers of JUPAS applicants admitted to each of such programmes and their median admission score; and
3. a list of scholarships available for application by tertiary students (e.g. the Hong Kong PhD Fellowship Scheme), with respective numbers of applicants and awardees, nationalities of the awardees and amounts of award involved.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 34)

Reply:

1. and 2.

Student admission is within the autonomy of the 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 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.

Candidates of local public examinations 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 the 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 2016/17 and 2017/18 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 2016/17 and 2017/18 academic years are at **Annex B**. The same details covering the 2013/14 to 2015/16 academic years were set out in our replies (EDB597 and EDB739) to questions (Serial No. 4454 and Serial No. 3626) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 and 2017-18 in 2015 and 2017 respectively. Given the length of the replies, the details covering the 2013/14 to 2015/16 academic years are not repeated herein.

Non-local students, including those from the Mainland and overseas, can be admitted to the UGC-funded undergraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number. Starting from the 2016/17 academic year, since all new non-local undergraduate students are admitted by over-enrolment on top of the approved student number, they will not compete directly with local students. It is noteworthy that non-local students are required to pay higher tuition fees which are at least sufficient to recover relevant additional direct costs to avoid public money being used to cross-subsidise

non-local students.

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 2016/17 and 2017/18 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 2016/17 and 2017/18 academic years are at **Annex D**. The same details covering the 2012/13 to 2015/16 academic years were set out in our replies (EDB597 and EDB739) to questions (Serial No. 4454 and Serial No. 3626) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 and 2017-18 in 2015 and 2017 respectively. Given the length of the replies, the details covering the 2013/14 to 2015/16 academic years are not repeated herein.

All 4 annexes are prepared based on information provided by the universities.

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 3 years. The number of postgraduate students applying for the Fellowship from the 2013/14 to 2017/18 academic years is tabulated below:

Academic year	Number of applicants
2013/14	4 785
2014/15	4 755
2015/16	4 114
2016/17	4 303
2017/18	4 968

The breakdown of the awardees by place of origin from the 2013/14 to 2017/18 academic years is tabulated at **Annex E**.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2016/17 and 2017/18 Academic Years**

University: City University of Hong Kong

2016/17 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 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 Business	10	3	2	-	8	23	13.0%	18.0	*	*
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	*	-

2017/18 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 in Media and Communication	-	1	1	1	-	3	33.3%	-	-	*
2	Bachelor of Laws	42	14	3	-	6	65	21.5%	19.0	235.7	36.2
3	Bachelor of Science in Creative Media	-	1	4	1	-	6	16.7%	-	-	*
4	Bachelor of Engineering in Computer and Data Engineering	-	1	3	-	4	8	12.5%	-	-	-
5	Bachelor of Business Administration in Global Business	11	3	1	-	10	25	12.0%	18.5	190.0	-
6	Bachelor of Arts in Creative Media	-	1	6	1	1	9	11.1%	-	-	*
7	Bachelor of Business Administration in Business Analysis	-	1	6	-	2	9	11.1%	-	-	-
8	Bachelor of Science in Computational Finance	7	2	1	-	15	25	8.0%	16.0	*	-
9	Department of Applied Social Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	95	7	3	-	12	117	6.0%	17.1	206.7	31.3
10	Bachelor of Science in Chemistry	41	3	6	1	2	53	5.7%	15.0	*	*

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 consideration.
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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors 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, 2016/17 and 2017/18 Academic Years**

University: Hong Kong Baptist University

2016/17 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 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	*	-

2017/18 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 Business Administration	43	6	-	8	13	70	8.6%	16.6	*	30.7
2	BBA - Applied Economics	14	2	-	2	6	24	8.3%	15.8	-	*
3	Bachelor of Communication	67	8	-	15	34	124	6.5%	18.5	*	*
4	BA Music	12	2	9	13	1	37	5.4%	17.7	*	-
5	BSocSc - European Studies	24	2	3	2	6	37	5.4%	16.7	-	-
6	BA - Visual Arts	53	3	1	3	3	63	4.8%	15.0	-	34.3
7	Bachelor of Communication - Film (Animation & Media Arts)	13	1	2	3	2	21	4.8%	15.8	-	*
8	BBA - Marketing	20	1	-	6	3	30	3.3%	16.1	-	*
9	Bachelor of Arts	139	5	8	9	14	175	2.9%	16.8	*	28.0
10	Bachelor of Science	137	6	15	20	53	231	2.6%	15.7	*	*

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors 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, 2016/17 and 2017/18 Academic Years**

University: Lingnan University

2016/17 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 (Hons) in Cultural Studies	23	1	1	-	-	25	4.0%	15.9	-	-

2017/18 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-loc al 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 Visual Studies	26	1	-	-	3	30	3.3%	15.3	-	-

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- The programme names, including the format thereof, are 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, 2016/17 and 2017/18 Academic Years**

University: **The Chinese University of Hong Kong**

2016/17 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	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

2017/18 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	BSc Environmental Science	1	1	-	-	-	2	50.0%	*	-	*
2	M.B.,Ch.B. Medicine	131	92	-	10	2	235	39.1%	23.8	280.0	43.2
3	B.B.A. in International Business and Chinese Enterprise	7	6	-	-	4	17	35.3%	23.4	-	39.8
4	LL.B. Laws	45	24	-	-	8	77	31.2%	21.6	267.5	39.1
5	B.S.Sc. Architectural Studies	21	12	-	2	5	40	30.0%	21.2	248.0	38.2
6	Double Degree Programme of B.B.A. (Integrated BBA Programme) and Juris Doctor	10	6	-	-	4	20	30.0%	21.8	*	39.2
7	B.Sc. Biomedical Sciences	20	9	-	-	5	34	26.5%	21.9	*	40.1
8	B.Sc. Public Health	20	8	7	-	-	35	22.9%	19.1	*	*
9	B.Sc. Interdisciplinary Major Programme in Global Economics & Finance	17	5	-	-	4	26	19.2%	21.2	*	*
10	B.Pharm. Pharmacy	23	6	-	3	-	32	18.8%	22.2	*	40.0

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 consideration.
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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors 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, 2016/17 and 2017/18 Academic Years**

University: The Education University of Hong Kong

2016/17 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) (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	*	-

2016/17 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)						
7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	33	1	8	-	1	43	2.3%	15.2	*	-

2017/18 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) (English Language) (Five-year Full-time)	18	4	8	1	10	41	9.8%	15.8	*	-	
2	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	3	10	4	5	41	7.3%	15.8	*	*	
3	Bachelor of Education (Honours) (History) (Five-year Full-time)	27	2	6	-	1	36	5.6%	14.9	-	*	
4	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	2	3	1	12	36	5.6%	15.9	-	-	
5	Bachelor of Arts (Honours) in Special Education (Four-year Full-time)	16	1	6	-	1	24	4.2%	15.4	-	*	
6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	1	7	6	1	33	3.0%	14.9	-	*	
7	Bachelor of Education (Honours) (Science) (Five-year Full-time)	20	1	14	4	3	42	2.4%	14.9	*	-	

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 consideration.
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:
 $5^{**}=7, 5^{*}=6, 5=5, 4=4, 3=3, 2=2, 1=1, \text{‘unclassified’}=0$
 “-” denotes that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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, 2016/17 and 2017/18 Academic Years**

University: **The Hong Kong Polytechnic University**

2016/17 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	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

2017/18 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 (HONS) SOCIAL POLICY & ADMINISTRATION	17	3	-	-	-	20	15.0%	16.4	-	30.3
2	BA (HONS) SCHEME IN DESIGN	62	12	15	2	12	103	11.7%	16.0	*	35.8
3	BSc (HONS) OPTOMETRY	40	3	-	-	2	45	6.7%	18.7	*	*
4	BSc (HONS) PHYSIOTHERAPY	127	6	-	1	3	137	4.4%	21.4	*	38.5
5	BBA (HONS) ACCOUNTING AND FINANCE	22	3	8	-	37	70	4.3%	16.5	-	*
6	BEng (HONS) AVIATION ENGINEERING	33	2	10	-	5	50	4.0%	16.3	-	*
7	BEng (HONS) ENVIRONMENTAL ENGINEERING & SUSTAINABLE DEVELOPMENT	20	1	1	-	3	25	4.0%	15.2	-	*
8	BSc (HONS) OCCUPATIONAL THERAPY	92	4	6	-	-	102	3.9%	21.5	*	*
9	BROAD DISCIPLINE OF CONSTRUCTION & ENVIRONMENT	55	2	-	-	-	57	3.5%	16.9	*	-
10	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	17	1	3	-	8	29	3.4%	16.3	-	*

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 consideration.
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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors 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, 2016/17 and 2017/18 Academic Years**

University: **The Hong Kong University of Science and Technology**

2016/17 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 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	-	*

2017/18 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 Information Systems	5	3	-	-	4	12	25.0%	18.0	-	*
2	BBA Management	6	3	-	-	4	13	23.1%	18.6	-	37.0
3	BBA Global Business	21	7	-	-	3	31	22.6%	24.3	*	41.8
4	BSc Mathematics and Economics	10	3	-	-	4	17	17.6%	17.9	-	*
5	BBA Marketing	14	4	-	-	5	23	17.4%	18.6	-	41.3
6	BBA (School of Business and Management)	405	64	4	-	89	562	11.4%	17.8	260.0	36.7
7	BEng (School of Engineering)	510	64	-	2	165	741	8.6%	16.7	251.2	38.0
8	BBA Economics	2	1	-	-	13	16	6.3%	*	-	*
9	BBA Professional Accounting	56	4	-	-	7	67	6.0%	18.4	-	38.7
10	BSc (School of Science)	420	22	-	2	105	549	4.0%	16.2	*	37.7

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2016/17 and 2017/18 Academic Years**

University: **The University of Hong Kong**

2016/17 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	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

2017/18 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 Business Administration in International Business and Global Management	13	10	-	-	5	28	35.7%	24.5	*	41.7
2	Bachelor of Biomedical Sciences	24	14	-	-	10	48	29.2%	21.2	-	39.0
3	Bachelor of Pharmacy	22	8	-	-	-	30	26.7%	22.2	*	39.5
4	Bachelor of Laws	66	27	-	-	11	104	26.0%	23.1	238.0	42.2
5	Bachelor of Medicine and Bachelor of Surgery	169	57	-	3	6	235	24.3%	24.8	280.0	44.1
6	Bachelor of Arts in Architectural Studies	29	15	-	-	21	65	23.1%	21.5	*	35.9
7	Bachelor of Dental Surgery	55	16	-	-	1	72	22.2%	24.0	280.0	43.4
8	Bachelor of Arts in Landscape Studies	11	3	-	-	3	17	17.6%	20.0	-	36.0
9	Bachelor of Social Sciences (Government and Laws)	39	8	-	-	3	50	16.0%	23.0	*	42.0
10	Bachelor of Science in Speech and Hearing Sciences	47	8	-	1	-	56	14.3%	23.0	246.7	40.5

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 consideration.

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: **City University of Hong Kong**

2016/17 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	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	*	-
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	*	-

2016/17 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)							
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	-	*	

2017/18 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-loc al 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	42	14	3	-	6	65	21.5%	19.0	235.7	36.2
2	Department of Applied Social Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	95	7	3	-	12	117	6.0%	17.1	206.7	31.3
3	Bachelor of Business Administration in Global Business	11	3	1	-	10	25	12.0%	18.5	190.0	-
4	Bachelor of Science in Chemistry	41	3	6	1	2	53	5.7%	15.0	*	*
5	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	37	3	5	-	12	57	5.3%	16.7	*	*
6	Department of Physics (options: BSc Applied Physics, BEng Materials Engineering)	55	3	2	-	9	69	4.3%	14.6	*	*
7	Bachelor of Social Sciences in Public Policy and Politics	61	3	14	3	7	88	3.4%	17.0	*	*
8	Bachelor of Science in Computational Finance	7	2	1	-	15	25	8.0%	16.0	*	-
9	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	89	2	3	-	17	111	1.8%	15.6	-	*

2017/18 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-loc al 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)							
10	Department of Electronic Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	146	2	14	1	23	186	1.1%	14.4	-	*	

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.
- “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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: Hong Kong Baptist University

2016/17 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 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	-	-

2017/18 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	67	8	-	15	34	124	6.5%	18.5	*	*
2	Bachelor of Business Administration	43	6	-	8	13	70	8.6%	16.6	*	30.7
3	Bachelor of Science	137	6	15	20	53	231	2.6%	15.7	*	*
4	Bachelor of Arts	139	5	8	9	14	175	2.9%	16.8	*	28.0
5	BA - Visual Arts	53	3	1	3	3	63	4.8%	15.0	-	34.3
6	BBA - Applied Economics	14	2	-	2	6	24	8.3%	15.8	-	*
7	BA Music	12	2	9	13	1	37	5.4%	17.7	*	-
8	BSocSc - European Studies	24	2	3	2	6	37	5.4%	16.7	-	-
9	Bachelor of Communication - Film (Animation & Media Arts)	13	1	2	3	2	21	4.8%	15.8	-	*
10	BBA - Marketing	20	1	-	6	3	30	3.3%	16.1	-	*

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: Lingnan University

2016/17 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 Arts (Hons) in Cultural Studies	23	1	1	-	-	25	4.0%	15.9	-	-

2017/18 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 Visual Studies	26	1	-	-	3	30	3.3%	15.3	-	-

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: **The Chinese University of Hong Kong**

2016/17 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	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	

2017/18 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	131	92	-	10	2	235	39.1%	23.8	280.0	43.2
2	B.B.A. Integrated BBA	216	47	-	-	141	404	11.6%	18.9	254.7	36.4
3	LL.B. Laws	45	24	-	-	8	77	31.2%	21.6	267.5	39.1
4	Science (broad-based)	276	18	3	2	83	382	4.7%	16.9	257.5	-
5	B.Nurs. Nursing	162	16	17	-	1	196	8.2%	19.5	240.0	33.9
6	B.S.Sc. Architectural Studies	21	12	-	2	5	40	30.0%	21.2	248.0	38.2
7	Social Science (broad-based)	80	11	-	-	16	107	10.3%	19.7	248.0	*
8	B.Sc. Biomedical Sciences	20	9	-	-	5	34	26.5%	21.9	*	40.1
9	B.Sc. Public Health	20	8	7	-	-	35	22.9%	19.1	*	*
10	Engineering (broad-based)	419	8	70	2	90	589	1.4%	15.5	260.0	-

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: **The Education University of Hong Kong**

2016/17 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) (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	*	-

2016/17 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⁾						
7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	33	1	8	-	1	43	2.3%	15.2	*	-

2017/18 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) (English Language) (Five-year Full-time)	18	4	8	1	10	41	9.8%	15.8	*	-	
2	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	3	10	4	5	41	7.3%	15.8	*	*	
3	Bachelor of Education (Honours) (History) (Five-year Full-time)	27	2	6	-	1	36	5.6%	14.9	-	*	
4	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	2	3	1	12	36	5.6%	15.9	-	-	
5	Bachelor of Arts (Honours) in Special Education (Four-year Full-time)	16	1	6	-	1	24	4.2%	15.4	-	*	
6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	1	7	6	1	33	3.0%	14.9	-	*	
7	Bachelor of Education (Honours) (Science) (Five-year Full-time)	20	1	14	4	3	42	2.4%	14.9	*	-	

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 consideration.
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:
 $5^{**}=7, 5^{*}=6, 5=5, 4=4, 3=3, 2=2, 1=1, \text{‘unclassified’}=0$
“-” denotes that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: **The Hong Kong Polytechnic University**

2016/17 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	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	-

2017/18 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	BA (HONS) SCHEME IN DESIGN	62	12	15	2	12	103	11.7%	16.0	*	35.8	
2	BSc (HONS) PHYSIOTHERAPY	127	6	-	1	3	137	4.4%	21.4	*	38.5	
3	BSc (HONS) OCCUPATIONAL THERAPY	92	4	6	-	-	102	3.9%	21.5	*	*	
4	BA (HONS) SOCIAL POLICY & ADMINISTRATION	17	3	-	-	-	20	15.0%	16.4	-	30.3	
5	BSc (HONS) OPTOMETRY	40	3	-	-	2	45	6.7%	18.7	*	*	
6	BBA (HONS) ACCOUNTING AND FINANCE	22	3	8	-	37	70	4.3%	16.5	-	*	
7	BSc (HONS) RADIOGRAPHY	95	3	5	-	-	103	2.9%	19.1	*	*	
8	BSc (HONS) NURSING	148	3	21	-	-	172	1.7%	18.3	*	*	
9	BEng (HONS) AVIATION ENGINEERING	33	2	10	-	5	50	4.0%	16.3	-	*	
10	BROAD DISCIPLINE OF CONSTRUCTION & ENVIRONMENT	55	2	-	-	-	57	3.5%	16.9	*	-	

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 consideration.
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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: **The Hong Kong University of Science and Technology**

2016/17 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)	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	-	*

2017/18 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)	405	64	4	-	89	562	11.4%	17.8	260.0	36.7
2	BEng (School of Engineering)	510	64	-	2	165	741	8.6%	16.7	251.2	38.0
3	BSc (School of Science)	420	22	-	2	105	549	4.0%	16.2	*	37.7
4	BBA Global Business	21	7	-	-	3	31	22.6%	24.3	*	41.8
5	BBA Marketing	14	4	-	-	5	23	17.4%	18.6	-	41.3
6	BBA Professional Accounting	56	4	-	-	7	67	6.0%	18.4	-	38.7
7	BBA Information Systems	5	3	-	-	4	12	25.0%	18.0	-	*
8	BBA Management	6	3	-	-	4	13	23.1%	18.6	-	37.0
9	BSc Mathematics and Economics	10	3	-	-	4	17	17.6%	17.9	-	*
10	BBA Economics	2	1	-	-	13	16	6.3%	*	-	*

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 consideration.
- 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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2016/17 and 2017/18 Academic Years**

University: **The University of Hong Kong**

2016/17 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 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	

2017/18 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	169	57	-	3	6	235	24.3%	24.8	280.0	44.1
2	Bachelor of Business Administration/ Bachelor of Economics and Finance	225	45	18	-	219	507	8.9%	19.2	267.5	37.0
3	Bachelor of Science	297	31	22	-	120	470	6.6%	17.5	272.0	37.9
4	Bachelor of Laws	66	27	-	-	11	104	26.0%	23.1	238.0	42.2
5	Bachelor of Arts	334	26	38	-	65	463	5.6%	18.6	-	35.7
6	Bachelor of Social Sciences	154	23	13	-	47	237	9.7%	19.8	260.0	38.5
7	Bachelor of Dental Surgery	55	16	-	-	1	72	22.2%	24.0	280.0	43.4
8	Bachelor of Arts in Architectural Studies	29	15	-	-	21	65	23.1%	21.5	*	35.9
9	Bachelor of Biomedical Sciences	24	14	-	-	10	48	29.2%	21.2	-	39.0
10	Bachelor of Engineering	349	12	94	1	124	580	2.1%	17.7	273.3	-

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 consideration.
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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
9. The programme names, including the format thereof, are 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 their majors 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,
2016/17 and 2017/18 Academic Years**

University: City University of Hong Kong

2016/17 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non-JU PAS				HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	Bachelor of Engineering in Civil and Structural Engineering	-	-	1	1	100.0%	-	-	*	-
2	Bachelor of 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%	-	-	-	-

2017/18 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 new 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 in Psychology	-	1	2	3	66.7%	-	-	*	-
2	Bachelor of Science in Computational Finance	7	3	15	25	60.0%	16.0	*	-	163.1
3	Bachelor of Engineering in Computer and Data Engineering	-	4	4	8	50.0%	-	*	*	-
4	Bachelor of Science in Applied Physics	-	4	3	7	42.9%	-	280.0	-	-
5	Bachelor of Business Administration in Business Economics	-	7	5	12	41.7%	-	*	*	-
6	Bachelor of Business Administration in Global Business	11	4	10	25	40.0%	18.5	-	*	104.4
7	Bachelor of Engineering in Energy Science and Engineering	-	4	2	6	33.3%	-	*	*	-
8	Bachelor of Arts in Linguistics and Language Applications	-	2	1	3	33.3%	-	*	-	-
9	Bachelor of Science in Computing Mathematics	31	6	17	54	31.5%	15.2	-	-	143.6
10	Bachelor of Social Sciences in Asian and International Studies	14	8	10	32	31.3%	15.3	-	-	82.7

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.

3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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,
2016/17 and 2017/18 Academic Years**

University: Hong Kong Baptist University

2016/17 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 new intake students				
		Local		Non-loc al (A)		Total (B)	Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					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

2017/18 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUP AS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BBA - Entrepreneurship	11	3	8	22	36.4%	15.5	*	*	55.3
2	Bachelor of Communication	67	23	34	124	27.4%	18.5	-	33.7	117.1
3	BBA - Information Systems and e-Business Management	10	4	5	19	26.3%	15.8	-	-	88.5
4	BBA - Finance	29	3	11	43	25.6%	15.7	*	-	112.8
5	BBA - Applied Economics	14	4	6	24	25.0%	15.8	-	-	102.7
6	BBA - Accounting	45	13	19	77	24.7%	16.2	*	*	136.4
7	Bachelor of Science	137	41	53	231	22.9%	15.7	260.0	-	93.4
8	Bachelor of Business Administration	43	14	13	70	18.6%	16.6	*	27.0	107.2
9	BSocSc - European Studies	24	7	6	37	16.2%	16.7	-	-	81.0
10	BSocSc China Studies	45	7	8	60	13.3%	16.2	-	-	55.3

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors 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,
2016/17 and 2017/18 Academic Years**

University: Lingnan University

2016/17 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
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	-	-	*

2017/18 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 new 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 Arts (Hons)	29	3	6	38	15.8%	16.1	-	-	83.8
2	Bachelor of Arts (Hons) in Translation	39	-	7	46	15.2%	16.1	-	-	45.7
3	Bachelor of Business Administration (Hons)	145	-	21	166	12.7%	15.6	*	-	70.6
4	Bachelor of Arts (Hons) in Contemporary English Studies	24	-	3	27	11.1%	16.0	-	-	43.0
5	Bachelor of Arts (Hons) in Visual Studies	26	1	3	30	10.0%	15.3	-	-	*
6	Bachelor of Social Sciences (Hons)	118	3	13	134	9.7%	15.8	*	-	70.3
7	Bachelor of Arts (Hons) in Chinese	38	-	4	42	9.5%	15.8	-	-	19.8
8	Bachelor of Arts (Hons) in History	23	-	2	25	8.0%	15.2	-	-	*
9	Bachelor of Arts (Hons) in Philosophy	24	-	2	26	7.7%	15.1	-	-	*
10	Bachelor of Arts (Hons) in Cultural Studies	23	-	1	24	4.2%	15.8	-	-	-

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors 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,
2016/17 and 2017/18 Academic Years**

University: The Chinese University of Hong Kong

2016/17 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
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	*	-	-
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	-	*	*

2017/18 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 new 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	Social Science (broad-based)	-	-	54	54	100.0%	-	-	-	113.8
2	B.Sc. Computer Science	-	-	15	15	100.0%	-	-	-	-
3	B.Eng. Information Engineering	-	-	5	5	100.0%	-	-	-	-
4	B.Eng. Electronic Engineering	-	-	4	4	100.0%	-	-	-	-
5	B.Eng. Computer Engineering	-	-	1	1	100.0%	-	-	-	-
6	B.A. / B.S.Sc. Contemporary China Studies	5	2	33	40	82.5%	16.8	*	31.4	-
7	B.Eng. Financial Technology	27	-	15	42	35.7%	18.0	*	-	126.1
8	B.B.A. Integrated BBA	216	47	141	404	34.9%	18.9	*	35.6	138.8
9	B.B.A. Professional Accountancy	119	5	44	168	26.2%	19.4	*	*	139.6
10	B.B.A. in International Business and Chinese Enterprise	7	6	4	17	23.5%	23.4	-	*	-

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors 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,
2016/17 and 2017/18 Academic Years**

University: The Education University of Hong Kong

2016/17 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					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
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

2016/17 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 new 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⁾
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	20	4	3	27	11.1%	14.8	*	-	*

2017/18 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 new 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)	18	7	17	42	40.5%	16.3	-	-	42.6
2	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	6	12	36	33.3%	15.9	-	-	40.3
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	13	10	41	24.4%	15.8	-	-	53.9
4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	22	8	9	39	23.1%	14.8	-	-	25.3
5	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	43	24	17	84	20.2%	16.2	-	-	40.9
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	17	8	5	30	16.7%	16.8	-	-	45.2
7	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	30	1	6	37	16.2%	15.6	-	-	45.0
8	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	20	15	6	41	14.6%	15.8	-	-	32.3
9	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	17	5	41	12.2%	15.8	-	*	58.8
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	23	5	3	31	9.7%	14.9	-	-	8.3

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.

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.
7. Different provinces/municipalities have different First Admission Line cut-off scores and have different maximum scores for science stream students and arts stream students. In this regard, the average of JEE scores does not reflect the quality of non-local students. The University accepted all JEE students who have passed the First Admission Line in their provinces/municipalities.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2016/17 and 2017/18 Academic Years**

University: **The Hong Kong Polytechnic University**

2016/17 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
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

2017/18 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 new intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BBA (HONS) ACCOUNTING AND FINANCE	22	11	37	70	52.9%	16.5	260.0	-	150.4
2	BEng (HONS) ELECTRONIC & INFORMATION ENG	22	9	22	53	41.5%	14.7	-	-	140.6
3	BBA (HONS) FINANCIAL SERVICES	21	6	19	46	41.3%	15.9	*	-	144.8
4	BSc (HONS) BIOMEDICAL ENGINEERING	20	-	12	32	37.5%	16.9	-	*	150.4
5	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	76	6	48	130	36.9%	17.2	240.0	34.2	130.1
6	BSc (HONS) INVESTMENT SCIENCE	17	-	8	25	32.0%	15.1	-	-	160.0
7	BSc (HONS) CHEMICAL TECHNOLOGY	21	1	9	31	29.0%	15.7	-	-	124.5
8	BEng (HONS) SCHEME IN MECHANICAL ENGINEERING	39	12	20	71	28.2%	15.3	270.0	*	133.6
9	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	17	4	8	29	27.6%	16.3	-	-	142.7
10	BSc (HONS) ENGINEERING PHYSICS	21	1	8	30	26.7%	14.8	-	*	144.0

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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,
2016/17 and 2017/18 Academic Years**

University: **The Hong Kong University of Science and Technology**

2016/17 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 new intake students				
		Local		Non-loc al (A)		Total (B)	Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
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

2017/18 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 new 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⁾
1	BBA Economics	2	1	13	16	81.3%	*	-	*	126.6
2	BBA Information Systems	5	3	4	12	33.3%	18.0	*	*	-
3	BBA Finance	34	1	17	52	32.7%	20.0	-	-	153.3
4	BBA Management	6	3	4	13	30.8%	18.6	-	*	*
5	BSc Environmental Management and Technology	11	1	4	16	25.0%	18.9	-	-	*
6	BSc Mathematics and Economics	10	3	4	17	23.5%	17.9	*	*	*
7	BEng (School of Engineering)	510	66	165	741	22.3%	16.7	277.5	38.8	156.0
8	BBA Marketing	14	4	5	23	21.7%	18.6	-	-	111.0
9	BBA Operations Management	4	-	1	5	20.0%	16.8	-	-	*
10	BEng/BSc & BBA Dual Degree Program in Technology and Management	21	-	5	26	19.2%	20.8	*	*	-

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2016/17 and 2017/18 Academic Years**

University: **The University of Hong Kong**

2016/17 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 new intake students			
		Local		Non-loc al (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JU PAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
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

2017/18 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 new intake students				
		Local		Non-local (A)		Total (B)	Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Journalism	15	1	16	32	50.0%	20.2	*	38.2	108.3
2	Bachelor of Business Administration / Bachelor of Economics and Finance	225	63	219	507	43.2%	19.2	273.8	39.4	131.2
3	Bachelor of Finance in Asset Management and Private Banking	10	3	8	21	38.1%	21.6	280.0	39.0	-
4	Bachelor of Science in Actuarial Science	52	2	31	85	36.5%	20.3	280.0	*	161.6
5	Bachelor of Arts in Architectural Studies	29	15	21	65	32.3%	21.5	-	37.2	155.1
6	Bachelor of Science in Quantitative Finance	16	3	8	27	29.6%	21.6	*	-	152.5
7	Bachelor of Science	297	53	120	470	25.5%	17.5	276.7	37.9	168.0
8	Bachelor of Engineering	349	107	124	580	21.4%	17.7	274.5	37.6	161.2
9	Bachelor of Biomedical Sciences	24	14	10	48	20.8%	21.2	280.0	37.8	-
10	Bachelor of Business Administration (Information Systems)	25	6	8	39	20.5%	18.4	-	*	136.3

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: City University of Hong Kong

2016/17 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 new intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
								JUPAS	Non-JUPA S	HKDSE ⁽²⁾
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
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

2016/17 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 new intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S				HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
10	Bachelor of Science in Computing Mathematics	42	7	12	61	19.7%	15.4	-	-	133.3

2017/18 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 new 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	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	122	12	46	180	25.6%	16.2	*	*	120.5
2	Bachelor of Business Administration in Accountancy	116	29	32	177	18.1%	16.0	*	*	91.5
3	Department of Mechanical and Biomedical Engineering (options: BEng Biomedical Engineering, BEng Mechanical Engineering)	75	8	26	109	23.9%	15.0	266.7	32.3	110.7
4	Bachelor of Science in Computer Science	79	21	25	125	20.0%	16.0	*	-	125.6
5	Department of Electronic Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	146	17	23	186	12.4%	14.4	*	-	136.2
6	Department of Architecture and Civil Engineering (options: BEng Architectural Engineering, BEng Civil Engineering, BSc Surveying)	103	-	20	123	16.3%	15.9	*	-	138.1
7	Bachelor of Science in Computing Mathematics	31	6	17	54	31.5%	15.2	-	-	143.6
8	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	89	5	17	111	15.3%	15.6	-	*	67.9
9	Bachelor of Science in Computational Finance	7	3	15	25	60.0%	16.0	*	-	163.1
10	Bachelor of Engineering in Systems Engineering and Management	46	9	15	70	21.4%	14.9	*	33.7	154.3

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: **Hong Kong Baptist University**

2016/17 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 new intake students			
		Local		Non-loc al	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S				HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
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

2017/18 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 new intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
								JUPAS	Non-JUPAS	HKDSE ⁽²⁾
1	Bachelor of Science	137	41	53	231	22.9%	15.7	260.0	-	93.4
2	Bachelor of Communication	67	23	34	124	27.4%	18.5	-	33.7	117.1
3	BBA - Accounting	45	13	19	77	24.7%	16.2	*	*	136.4
4	Bachelor of Arts	139	22	14	175	8.0%	16.8	*	-	76.7
5	Bachelor of Business Administration	43	14	13	70	18.6%	16.6	*	27.0	107.2
6	BBA - Finance	29	3	11	43	25.6%	15.7	*	-	112.8
7	Bachelor of Arts/Bachelor of Social Sciences	92	18	11	121	9.1%	16.6	-	-	66.9
8	BBA - Entrepreneurship	11	3	8	22	36.4%	15.5	*	*	55.3
9	BSocSc China Studies	45	7	8	60	13.3%	16.2	-	-	55.3
10	BBA - Applied Economics	14	4	6	24	25.0%	15.8	-	-	102.7

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: Lingnan University

2016/17 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 new intake students			
		Local		Non-loc al	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUP AS				HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
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	-	-	*

2017/18 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 new 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)	145	-	21	166	12.7%	15.6	*	-	70.6
2	Bachelor of Social Sciences (Hons)	118	3	13	134	9.7%	15.8	*	-	70.3
3	Bachelor of Arts (Hons) in Translation	39	-	7	46	15.2%	16.1	-	-	45.7
4	Bachelor of Arts (Hons)	29	3	6	38	15.8%	16.1	-	-	83.8
5	Bachelor of Arts (Hons) in Chinese	38	-	4	42	9.5%	15.8	-	-	19.8
6	Bachelor of Arts (Hons) in Contemporary English Studies	24	-	3	27	11.1%	16.0	-	-	43.0
7	Bachelor of Arts (Hons) in Visual Studies	26	1	3	30	10.0%	15.3	-	-	*
8	Bachelor of Arts (Hons) in History	23	-	2	25	8.0%	15.2	-	-	*
9	Bachelor of Arts (Hons) in Philosophy	24	-	2	26	7.7%	15.1	-	-	*
10	Bachelor of Arts (Hons) in Cultural Studies	23	-	1	24	4.2%	15.8	-	-	-

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: **The Chinese University of Hong Kong**

2016/17 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 new intake students			
		Local		Non-loc al	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					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	-	-	-

2017/18 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 new 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	216	47	141	404	34.9%	18.9	*	35.6	138.8
2	Engineering (broad-based)	419	80	90	589	15.3%	15.5	260.0	37.5	159.3
3	Science (broad-based)	276	23	83	382	21.7%	16.9	262.0	-	154.4
4	Social Science (broad-based)	-	-	54	54	100.0%	0.0	-	-	113.8
5	B.B.A. Professional Accountancy	119	5	44	168	26.2%	19.4	*	*	139.6
6	B.A. / B.S.Sc. Contemporary China Studies	5	2	33	40	82.5%	16.8	*	31.4	-
7	Social Science (broad-based)	80	11	16	107	15.0%	19.7	-	*	-
8	B.Sc. Computer Science	-	-	15	15	100.0%	0.0	-	-	-
9	B.Eng. Financial Technology	27	-	15	42	35.7%	18.0	*	-	126.1
10	B.B.A. Hospitality and Real Estate	53	15	9	77	11.7%	18.5	-	*	*

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: The Education University of Hong Kong

2016/17 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 new 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 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 Studies (Four-year Full-time)	20	7	6	33	18.2%	15.4	*	-	42.8
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

2016/17 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 new intake students			
		Local		Non-loc al	Total		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⁾
10	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	35	4	4	43	9.3%	16.0	-	-	13.0

2017/18 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 new 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 Social Sciences (Honours) in Psychology (Four-year Full-time)	18	7	17	42	40.5%	16.3	-	-	42.6
2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	43	24	17	84	20.2%	16.2	-	-	40.9
3	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	6	12	36	33.3%	15.9	-	-	40.3
4	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	18	13	10	41	24.4%	15.8	-	-	53.9
5	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	22	8	9	39	23.1%	14.8	-	-	25.3
6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	30	1	6	37	16.2%	15.6	-	-	45.0
7	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	20	15	6	41	14.6%	15.8	-	-	32.3
8	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	17	8	5	30	16.7%	16.8	-	-	45.2
9	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	19	17	5	41	12.2%	15.8	-	*	58.8
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	23	5	3	31	9.7%	14.9	-	-	8.3

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.

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: **The Hong Kong Polytechnic University**

2016/17 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 new intake students			
		Local		Non-loc al	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					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

2017/18 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 new 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	76	6	48	130	36.9%	17.2	240.0	34.2	130.1
2	BBA (HONS) ACCOUNTING AND FINANCE	22	11	37	70	52.9%	16.5	260.0	-	150.4
3	BROAD DISCIPLINE OF COMPUTING	78	15	30	123	24.4%	14.6	246.7	*	136.8
4	BBA (HONS) ACCOUNTANCY	78	17	28	123	22.8%	16.6	*	-	140.1
5	BEng (HONS) ELECTRONIC & INFORMATION ENG	22	9	22	53	41.5%	14.7	-	-	140.6
6	BEng (HONS) SCHEME IN MECHANICAL ENGINEERING	39	12	20	71	28.2%	15.3	270.0	*	133.6
7	BBA (HONS) FINANCIAL SERVICES	21	6	19	46	41.3%	15.9	*	-	144.8
8	BBA (HONS) MANAGEMENT	34	6	14	54	25.9%	16.0	*	-	115.0
9	BSc (HONS) BIOMEDICAL ENGINEERING	20	-	12	32	37.5%	16.9	-	*	150.4
10	BEng (HONS) ELECTRICAL ENGINEERING	29	6	12	47	25.5%	16.3	273.3	*	*

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:
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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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: **The Hong Kong University of Science and Technology**

2016/17 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 new intake students			
		Local		Non-loc al	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPA S					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	-	*	*

2017/18 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 new 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)	510	66	165	741	22.3%	16.7	277.5	38.8	156.0
2	BSc (School of Science)	420	24	105	549	19.1%	16.2	*	37.5	155.1
3	BBA (School of Business and Management)	405	68	89	562	15.8%	17.8	270.0	37.6	134.2
4	BBA Finance	34	1	17	52	32.7%	20.0	-	-	153.3
5	BBA Economics	2	1	13	16	81.3%	*	-	*	126.6
6	BSc Global China Studies: Humanities and Social Science	52	1	11	64	17.2%	17.6	-	*	72.2
7	BSc Quantitative Social Analysis	29	1	7	37	18.9%	15.2	*	-	*
8	BBA Professional Accounting	56	4	7	67	10.4%	18.4	-	*	126.0
9	BBA Marketing	14	4	5	23	21.7%	18.6	-	-	111.0
10	BEng/BSc & BBA Dual Degree Program in Technology and Management	21	-	5	26	19.2%	20.8	*	*	-

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period. The Hong Kong University of Science and Technology introduced School-based admission and so some of the figures are presented by School.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students,
2016/17 and 2017/18 Academic Years**

University: The University of Hong Kong

2016/17 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 new intake students			
		Local		Non-loc al	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JU PAS					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	-

2017/18 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 new 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	225	63	219	507	43.2%	19.2	273.8	39.4	131.2
2	Bachelor of Engineering	349	107	124	580	21.4%	17.7	274.5	37.6	161.2
3	Bachelor of Science	297	53	120	470	25.5%	17.5	276.7	37.9	168.0
4	Bachelor of Arts	334	64	65	463	14.0%	18.6	*	35.1	104.8
5	Bachelor of Social Sciences	154	36	47	237	19.8%	19.8	276.0	38.2	106.8
6	Bachelor of Science in Actuarial Science	52	2	31	85	36.5%	20.3	280.0	*	161.6
7	Bachelor of Arts in Architectural Studies	29	15	21	65	32.3%	21.5	-	37.2	155.1
8	Bachelor of Journalism	15	1	16	32	50.0%	20.2	*	38.2	108.3
9	Bachelor of Laws	66	27	11	104	10.6%	23.1	*	*	115.3
10	Bachelor of Biomedical Sciences	24	14	10	48	20.8%	21.2	280.0	37.8	-

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 that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the United Kingdom, 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. 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 that the students concerned are not GCE qualification holders. “*” denotes that the number of students holding GCE qualification is so small (below 3) that we are unable to disclose the average scores so as 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 that the students concerned are not IB qualification holders. “*” denotes that the number of students holding IB qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Marks listed in the tables are the average scores of the score differences above the Key University Cut-off Scores (if any) given that different provinces/municipalities in the Mainland have different JEE total scores. As the modes of admission may vary from year to year in different Mainland provinces/municipalities for the JEE, figures of different years are not comparable directly. “-” denotes that the students concerned are not JEE qualification holders. “*” denotes that the number of students holding JEE qualification is so small (below 3) that we are unable to disclose the average scores so as to protect the privacy of the students concerned.
6. The programme names, including the format thereof, are 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 their majors during the study period.

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme
from 2013/14 to 2017/18 Academic Years**

Country/ Region	Number of Awardees 2013/14	Number of Awardees 2014/15	Number of Awardees 2015/16	Number of Awardees 2016/17	Number of Awardees 2017/18
Albania	-	2	-	-	-
Argentina	1	-	-	-	-
Australia	-	-	3	3	1
Austria	-	2	-	1	-
Azerbaijan	-	1	-	-	-
Bangladesh	3	3	2	7	4
Belarus	-	-	-	1	-
Belgium	-	-	1	-	1
Brazil	-	-	1	-	-
Bulgaria	-	1	-	-	-
Canada	2	1	-	3	7
Chile	1	-	1	-	-
Colombia	1	-	-	1	1
Czech Republic	2	2	-	1	-
Denmark	1	1	-	-	-
Egypt	2	2	1	-	1
Ethiopia	1	-	2	2	3
Finland	-	-	-	-	2
France	2	2	1	-	3
Germany	6	4	1	1	1
Ghana	1	4	4	6	5
Greece	-	-	-	1	1
Hong Kong	14	13	14	15	16
Hungary	-	1	-	-	1
Iceland	-	-	-	1	-
India	-	3	5	5	4
Indonesia	-	-	-	1	2
Iran	3	-	-	3	1
Ireland	-	-	-	-	2
Italy	6	4	2	5	8
Kazakhstan	-	-	-	-	3
Kenya	-	1	1	1	2
Kyrgyzstan	-	-	-	-	1
Latvia	1	-	-	-	-
Mainland China	103	131	133	120	107
Malawi	-	-	-	-	1
Malaysia	3	4	2	4	3
Malta	-	-	-	1	-
Mexico	1	-	-	2	1

Country/ Region	Number of Awardees 2013/14	Number of Awardees 2014/15	Number of Awardees 2015/16	Number of Awardees 2016/17	Number of Awardees 2017/18
Mozambique	-	-	-	-	1
Myanmar	-	1	-	-	-
Nepal	-	-	-	1	-
Netherlands	1	1	-	1	3
New Zealand	-	-	-	1	-
Nigeria	1	4	2	6	5
Pakistan	4	4	8	8	6
Palestine	1	-	-	-	-
Philippines	2	3	3	2	1
Poland	1	1	2	-	1
Republic of Serbia	-	-	1	-	1
Romania	2	1	-	-	-
Russia	-	2	1	1	2
Rwanda	-	-	-	-	1
Singapore	-	1	1	4	3
Slovakia	-	1	-	-	-
Slovenia	-	-	-	-	1
South Africa	-	1	1	-	-
South Korea	1	2	3	4	7
Spain	1	-	1	-	-
Sri Lanka	1	1	2	-	2
Sweden	-	-	2	1	1
Switzerland	-	2	1	1	-
Syria	-	-	-	-	1
Taiwan	-	3	1	-	1
Tanzania	-	-	-	-	1
Thailand	-	2	1	2	1
Trinidad and Tobago	-	-	-	-	1
Turkey	1	-	2	-	-
Ukraine	-	-	-	1	1
United Kingdom	6	6	3	1	3
United States of America	8	4	6	9	5
Uruguay	-	-	-	1	-
Vietnam	-	1	1	-	-
Zimbabwe	1	-	-	2	-
Total	185	223	216	231	231

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0134)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide, by institution, the following information in respect of the undergraduate programmes, Sub-degree Programmes, taught postgraduate (Master) programmes, taught postgraduate (Doctorate) programmes, research postgraduate (Master of Philosophy) (MPhil) programmes and research postgraduate (Doctor of Philosophy) (PhD) programmes offered by the University Grants Committee (UGC)-funded institutions and self-financing post-secondary institutions for the past 5 years (2013/14 to 2017/18):
 - a. the number of local, Mainland and other non-local students, as well as their respective percentages against the total;
 - b. the number of part-time students and full-time students;
2. Please provide, by institution, the number of students who applied for and admitted to UGC-funded undergraduate programmes through the Joint University Programmes Admissions System (JUPAS) or non-JUPAS routes, their respective academic qualification and percentages against the total for the past 5 years (2013/14 to 2017/18); and
3. Please provide, in the table below, the number of non-local students and their respective percentages against the total in each of the UGC-funded institution and self-financing post-secondary institution for the academic years from 2013/14 to 2017/18 (including both publicly-funded and self-financing programmes):

(Name of institution)					
Academic year	Place of origin	Undergraduate programmes	Taught postgraduate programmes	MPhil programmes	PhD programmes

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 35)

Reply:

- 1.&3. The respective number of local and non-local students of UGC-funded programmes by university, place of origin and level of study for the 2013/14 to 2017/18 academic years are set out at **Annex A**. The number of students of UGC-funded programmes by university, level of study and mode of study for the corresponding period are set out at **Annex B**. The respective number of students of full-time locally-accredited self-financing sub-degree and undergraduate programmes by university and place of origin for the corresponding period are at **Annexes C** and **D**. The respective number of students of locally-accredited self-financing taught postgraduate (TPg) programmes and research postgraduate (RPg) programmes by university and place of origin for the 2012/13 to 2016/17 academic years are at **Annexes E** and **F**.
2. The respective number of candidates sitting the Hong Kong Advanced Level Examination (HKALE) and the Hong Kong Diploma of Secondary Education Examination (DSE), the approved student number targets of UGC-funded first-year-first-degree (FYFD) programmes, the number and percentage of candidates having met the general entrance requirements but were not admitted to UGC-funded FYFD programmes through JUPAS, the number of local students admitted through the non-JUPAS route, and the number of private candidates sitting the HKALE and DSE for the 2013/14 to 2017/18 academic years are set out at **Annex G**.

**Number of Local and Non-local Students of UGC-funded Programmes
by University, Place of Origin and Level of Study, 2013/14 to 2017/18 Academic Years**

2013/14

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%
CityU	Local students		916	100.0%	10 246	90.1%	48	90.6%	1	33.3%	78	11.8%
	Non-local students	Mainland China	-	-	810	7.1%	4	7.5%	1	33.3%	479	72.2%
		Others	-	-	313	2.8%	1	1.9%	1	33.3%	106	16.0%
	Total			916	100.0%	11 369	100.0%	53	100.0%	3	100.0%	663	100.0%
HKBU	Local students		-	-	5 661	88.9%	435	100.0%	15	50.0%	45	20.4%
	Non-local students	Mainland China	-	-	692	10.9%	-	-	15	50.0%	145	65.6%
		Others	-	-	12	@	-	-	-	-	31	14.0%
	Total			-	-	6 365	100.0%	435	100.0%	30	100.0%	221	100.0%
LU	Local students		-	-	2 399	93.3%	-	-	21	42.9%	4	15.4%
	Non-local students	Mainland China	-	-	147	5.7%	-	-	26	53.1%	7	26.9%
		Others	-	-	24	0.9%	-	-	2	4.1%	15	57.7%
	Total			-	-	2 570	100.0%	-	-	49	100.0%	26	100.0%
CUHK	Local students		-	-	14 109	88.8%	1 048	98.6%	237	56.7%	231	16.8%
	Non-local students	Mainland China	-	-	1 374	8.6%	13	1.2%	168	40.2%	1 081	78.7%
		Others	-	-	406	2.6%	2	@	13	3.1%	61	4.4%
	Total			-	-	15 889	100.0%	1 063	100.0%	418	100.0%	1 373	100.0%

2013/14

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%
EdUHK	Local students		1 708	100.0%	5 016	95.3%	854	99.4%	3	60.0%	8	25.8%
	Non-local students	Mainland China	-	-	235	4.5%	4	@	2	40.0%	18	58.1%
		Others	-	-	11	@	1	@	-	-	5	16.1%
Total			1 708	100.0%	5 262	100.0%	859	100.0%	5	100.0%	31	100.0%
PolyU	Local students		3 351	100.0%	11 884	89.7%	15	100.0%	45	43.3%	107	18.6%
	Non-local students	Mainland China	-	-	1 104	8.3%	-	-	57	54.8%	391	68.1%
		Others	-	-	261	2.0%	-	-	2	1.9%	76	13.2%
Total			3 351	100.0%	13 249	100.0%	15	100.0%	104	100.0%	574	100.0%
HKUST	Local students		-	-	7 529	85.6%	-	-	89	26.3%	70	6.9%
	Non-local students	Mainland China	-	-	694	7.9%	-	-	221	65.4%	823	81.2%
		Others	-	-	571	6.5%	-	-	28	8.3%	121	11.9%
Total			-	-	8 794	100.0%	-	-	338	100.0%	1 014	100.0%
HKU	Local students		-	-	12 433	84.5%	916	91.4%	206	45.3%	397	23.2%
	Non-local students	Mainland China	-	-	1 465	10.0%	65	6.5%	223	49.0%	1 110	64.9%
		Others	-	-	823	5.6%	21	2.1%	26	5.7%	203	11.9%
Total			-	-	14 721	100.0%	1 002	100.0%	455	100.0%	1 710	100.0%

2014/15

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%
CityU	Local students		903	100.0%	10 818	89.9%	45	84.9%	1	50.0%	69	9.3%
	Non-local students	Mainland China	-	-	814	6.8%	4	7.5%	1	50.0%	536	72.5%
		Others	-	-	396	3.3%	4	7.5%	-	-	134	18.1%
Total			903	100.0%	12 028	100.0%	53	100.0%	2	100.0%	739	100.0%
HKBU	Local students		-	-	5 743	88.8%	441	100.0%	12	41.4%	61	25.5%
	Non-local students	Mainland China	-	-	705	10.9%	-	-	17	58.6%	145	60.7%
		Others	-	-	17	@	-	-	-	-	33	13.8%
Total			-	-	6 465	100.0%	441	100.0%	29	100.0%	239	100.0%
LU	Local students		-	-	2 376	93.8%	-	-	20	40.8%	7	21.2%
	Non-local students	Mainland China	-	-	138	5.4%	-	-	26	53.1%	9	27.3%
		Others	-	-	18	0.7%	-	-	3	6.1%	17	51.5%
Total			-	-	2 532	100.0%	-	-	49	100.0%	33	100.0%
CUHK	Local students		-	-	14 458	88.3%	1 095	99.4%	224	60.7%	211	14.5%
	Non-local students	Mainland China	-	-	1 443	8.8%	6	0.5%	138	37.4%	1 185	81.4%
		Others	-	-	478	2.9%	1	@	7	1.9%	60	4.1%
Total			-	-	16 379	100.0%	1 102	100.0%	369	100.0%	1 456	100.0%
EdUHK	Local students		1 801	100.0%	4 998	94.8%	886	99.7%	4	66.7%	6	26.1%
	Non-local students	Mainland China	-	-	258	4.9%	3	@	1	16.7%	12	52.2%
		Others	-	-	14	@	-	-	1	16.7%	5	21.7%
Total			1 801	100.0%	5 270	100.0%	889	100.0%	6	100.0%	23	100.0%

2014/15

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%
PolyU	Local students		2 698	99.9%	12 500	89.6%	15	100.0%	44	46.3%	91	15.2%
	Non-local students	Mainland China	2	@	1 139	8.2%	-	-	47	49.5%	409	68.3%
		Others	-	-	315	2.3%	-	-	4	4.2%	99	16.5%
Total			2 700	100.0%	13 954	100.0%	15	100.0%	95	100.0%	599	100.0%
HKUST	Local students		-	-	7 577	85.4%	-	-	91	25.8%	68	6.8%
	Non-local students	Mainland China	-	-	668	7.5%	-	-	226	64.3%	802	80.0%
		Others	-	-	630	7.1%	-	-	35	10.0%	132	13.1%
Total			-	-	8 875	100.0%	-	-	352	100.0%	1 002	100.0%
HKU	Local students		-	-	13 070	84.8%	898	92.1%	184	47.0%	344	19.9%
	Non-local students	Mainland China	-	-	1 465	9.5%	56	5.7%	175	44.6%	1 180	68.1%
		Others	-	-	876	5.7%	21	2.2%	33	8.4%	209	12.1%
Total			-	-	15 411	100.0%	975	100.0%	392	100.0%	1 734	100.0%

2015/16

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%
CityU	Local students		913	100.0%	11 176	90.0%	46	86.8%	1	50.0%	70	8.7%
	Non-local students	Mainland China	-	-	838	6.7%	-	-	1	50.0%	574	71.2%
		Others	-	-	409	3.3%	7	13.2%	-	-	162	20.1%
Total			913	100.0%	12 423	100.0%	53	100.0%	2	100.0%	806	100.0%
HKBU	Local students		-	-	5 941	88.9%	439	99.8%	21	65.6%	52	21.2%
	Non-local students	Mainland China	-	-	727	10.9%	1	@	11	34.4%	155	63.3%
		Others	-	-	17	@	-	-	-	-	38	15.5%
Total			-	-	6 685	100.0%	440	100.0%	32	100.0%	245	100.0%
LU	Local students		-	-	2 361	93.2%	-	-	15	38.5%	7	18.9%
	Non-local students	Mainland China	-	-	155	6.1%	-	-	22	56.4%	12	32.4%
		Others	-	-	16	0.6%	-	-	2	5.1%	18	48.6%
Total			-	-	2 532	100.0%	-	-	39	100.0%	37	100.0%
CUHK	Local students		-	-	14 586	87.9%	1 033	99.6%	220	57.0%	248	15.6%
	Non-local students	Mainland China	-	-	1 445	8.7%	4	@	150	38.9%	1 278	80.4%
		Others	-	-	557	3.4%	-	-	16	4.1%	64	4.0%
Total			-	-	16 588	100.0%	1 037	100.0%	386	100.0%	1 590	100.0%
EdUHK	Local students		2 228	100.0%	4 852	94.1%	887	99.2%	4	44.4%	7	24.1%
	Non-local students	Mainland China	-	-	285	5.5%	6	0.7%	4	44.4%	17	58.6%
		Others	-	-	17	@	1	@	1	11.1%	5	17.2%
Total			2 228	100.0%	5 154	100.0%	894	100.0%	9	100.0%	29	100.0%

2015/16

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%	No.	%
PolyU	Local students		2 252	100.0%	12 895	89.4%	13	100.0%	35	43.2%	98	15.5%
	Non-local students	Mainland China	1	@	1 167	8.1%	-	-	44	54.3%	435	68.8%
		Others	-	-	369	2.6%	-	-	2	2.5%	99	15.7%
Total			2 253	100.0%	14 431	100.0%	13	100.0%	81	100.0%	632	100.0%
HKUST	Local students		-	-	7 658	85.0%	-	-	100	29.3%	71	6.8%
	Non-local students	Mainland China	-	-	652	7.2%	-	-	197	58.0%	841	80.4%
		Others	-	-	695	7.7%	-	-	43	12.7%	134	12.8%
Total			-	-	9 005	100.0%	-	-	340	100.0%	1 046	100.0%
HKU	Local students		-	-	13 465	85.0%	928	94.3%	158	46.6%	335	19.1%
	Non-local students	Mainland China	-	-	1 457	9.2%	41	4.2%	159	46.8%	1 213	69.0%
		Others	-	-	917	5.8%	15	1.5%	23	6.6%	209	11.9%
Total			-	-	15 839	100.0%	984	100.0%	340	100.0%	1 756	100.0%

2016/17

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CityU	Local students		903	100.0%	11 122	89.5%	71	100.0%	1	50.0%	82	8.9%
	Non-local students	Mainland China	-	-	841	6.8%	-	-	1	50.0%	663	71.7%
		Others	-	-	461	3.7%	-	-	-	-	180	19.5%
Total			903	100.0%	12 424	100.0%	71	100.0%	2	100.0%	925	100.0%
HKBU	Local students		-	-	5 979	88.6%	341	99.7%	19	59.4%	45	18.8%
	Non-local students	Mainland China	-	-	740	11.0%	1	@	12	37.5%	158	66.1%
		Others	-	-	28	@	-	-	1	3.1%	36	15.1%
Total			-	-	6 747	100.0%	342	100.0%	32	100.0%	239	100.0%
LU	Local students		-	-	2 455	94.6%	-	-	18	50.0%	6	16.7%
	Non-local students	Mainland China	-	-	123	4.7%	-	-	15	41.7%	12	33.3%
		Others	-	-	17	0.7%	-	-	3	8.3%	18	50.0%
Total			-	-	2 595	100.0%	-	-	36	100.0%	36	100.0%
CUHK	Local students		-	-	14 569	87.1%	921	99.6%	223	57.8%	267	16.6%
	Non-local students	Mainland China	-	-	1 488	8.9%	4	@	148	38.3%	1 274	79.0%
		Others	-	-	674	4.0%	-	-	15	3.9%	72	4.5%
Total			-	-	16 731	100.0%	925	100.0%	386	100.0%	1 613	100.0%
EdUHK	Local students		2 147	100.0%	4 882	93.1%	907	99.5%	4	30.8%	13	26.5%
	Non-local students	Mainland China	-	-	340	6.5%	5	0.5%	9	69.2%	28	57.1%
		Others	-	-	23	@	-	-	-	-	8	16.3%
Total			2 147	100.0%	5 245	100.0%	912	100.0%	13	100.0%	49	100.0%

2016/17

(Headcount)

Headcount

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
									MPhil Programmes		PhD Programmes	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PolyU	Local students		2 133	100.0%	13 131	88.6%	15	100.0%	42	40.0%	94	14.7%
	Non-local students	Mainland China	-	-	1 200	8.1%	-	-	60	57.1%	417	65.3%
		Others	1	@	489	3.3%	-	-	3	2.9%	128	20.0%
Total			2 134	100.0%	14 820	100.0%	15	100.0%	105	100.0%	639	100.0%
HKUST	Local students		-	-	7 765	84.4%	-	-	142	37.5%	81	7.6%
	Non-local students	Mainland China	-	-	670	7.3%	-	-	183	48.5%	831	77.4%
		Others	-	-	769	8.4%	-	-	53	14.0%	161	15.0%
Total			-	-	9 204	100.0%	-	-	378	100.0%	1 073	100.0%
HKU	Local students		-	-	13 674	84.6%	894	94.4%	147	43.8%	335	19.6%
	Non-local students	Mainland China	-	-	1 450	9.0%	44	4.6%	168	50.1%	1 152	67.5%
		Others	-	-	1 048	6.5%	9	1.0%	20	6.1%	219	12.8%
Total			-	-	16 172	100.0%	947	100.0%	335	100.0%	1 706	100.0%

2017/18 (provisional)

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
			No.	%	No.	%	No.	%	MPhil Programmes		PhD Programmes	
									No.	%	No.	%
CityU	Local students		782	100.0%	11 202	89.3%	53	100.0%	2	100.0%	92	9.2%
	Non-local students	Mainland China	-	-	854	6.8%	-	-	-	-	691	69.4%
		Others	-	-	483	3.9%	-	-	-	-	212	21.3%
Total			782	100.0%	12 539	100.0%	53	100.0%	2	100.0%	995	100.0%
HKBU	Local students		-	-	6 068	88.4%	242	100.0%	15	60.0%	30	14.2%
	Non-local students	Mainland China	-	-	731	10.6%	-	-	9	36.0%	149	70.3%
		Others	-	-	68	1.0%	-	-	1	4.0%	33	15.6%
Total			-	-	6 867	100.0%	242	100.0%	25	100.0%	212	100.0%
LU	Local students		-	-	2 376	93.6%	-	-	22	62.9%	4	9.1%
	Non-local students	Mainland China	-	-	138	5.4%	-	-	8	22.9%	16	36.4%
		Others	-	-	24	0.9%	-	-	5	14.3%	24	54.5%
Total			-	-	2 538	100.0%	-	-	35	100.0%	44	100.0%
CUHK	Local students		-	-	14 826	86.6%	836	99.8%	215	60.2%	276	16.7%
	Non-local students	Mainland China	-	-	1 527	8.9%	1	@	124	34.7%	1 297	78.4%
		Others	-	-	758	4.4%	1	@	18	5.0%	81	4.9%
Total			-	-	17 111	100.0%	838	100.0%	357	100.0%	1 654	100.0%
EdUHK	Local students		1 991	100.0%	4 838	92.5%	967	99.3%	6	46.2%	15	23.8%
	Non-local students	Mainland China	-	-	370	7.1%	7	0.7%	6	46.2%	35	55.6%
		Others	-	-	25	@	-	-	1	7.7%	13	20.6%
Total			1 991	100.0%	5 233	100.0%	974	100.0%	13	100.0%	63	100.0%

2017/18 (provisional)

(Headcount)

University	Place of Origin		Sub-degree Programmes		Undergraduate Programmes		TPg Programmes		RPg Programmes			
									MPhil Programmes		PhD Programmes	
			No.	%	No.	%	No.	%	No.	%	No.	%
PolyU	Local students		1 570	100.0%	13 102	88.7%	17	100.0%	43	54.4%	71	10.4%
	Non-local students	Mainland China	-	-	1 111	7.5%	-	-	35	44.3%	471	68.8%
		Others	-	-	560	3.8%	-	-	1	1.3%	143	20.9%
Total			1 570	100.0%	14 773	100.0%	17	100.0%	79	100.0%	685	100.0%
HKUST	Local students		-	-	8 005	83.8%	-	-	155	38.7%	79	7.4%
	Non-local students	Mainland China	-	-	692	7.2%	-	-	170	42.4%	796	75.1%
		Others	-	-	855	9.0%	-	-	76	18.9%	185	17.5%
Total			-	-	9 552	100.0%	-	-	402	100.0%	1 060	100.0%
HKU	Local students		-	-	13 861	84.0%	802	91.6%	154	45.8%	299	18.2%
	Non-local students	Mainland China	-	-	1 488	9.0%	63	7.2%	155	46.2%	1 155	70.3%
		Others	-	-	1 157	7.0%	11	1.3%	27	7.9%	188	11.5%
Total			-	-	16 506	100.0%	876	100.0%	336	100.0%	1 642	100.0%

Notes:

1. UGC-funded TPg programmes cover only MPhil programmes but not PhD programmes.
2. Figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. Figures may not add up to the corresponding totals due 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.
5. “@” denotes less than 0.5% .
6. “-” denotes nil.

Abbreviations:

City U	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 of UGC-funded Programmes
by University, Level of Study and Mode of Study, 2013/14 to 2017/18 Academic Years**

(Headcount)

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
2013/14	Sub-degree Programmes	CityU	916	-	916
		EdUHK	534	1 174	1 708
		PolyU	3 137	214	3 351
	Total		4 587	1 388	5 975
	Undergraduate Programmes	CityU	11 369	-	11 369
		HKBU	6 365	-	6 365
		LU	2 570	-	2 570
		CUHK	15 889	-	15 889
		EdUHK	3 796	1 466	5 262
		PolyU	13 249	-	13 249
		HKUST	8 794	-	8 794
		HKU	14 721	-	14 721
	Total		76 753	1 466	78 219
	TPg Programmes	CityU	53	-	53
		HKBU	13	422	435
		CUHK	356	707	1 063
		EdUHK	156	703	859
		PolyU	15	-	15
		HKU	523	479	1 002
	Total		1 116	2 311	3 427
	RPg Programmes --MPhil	CityU	3	-	3
		HKBU	30	-	30
		LU	49	-	49
		CUHK	418	-	418
		EdUHK	5	-	5
		PolyU	104	-	104
		HKUST	338	-	338
		HKU	455	-	455
	Total		1 402	-	1 402
	RPg Programmes --PhD	CityU	661	2	663
		HKBU	221	-	221
		LU	25	1	26
		CUHK	1 368	5	1 373
		EdUHK	31	-	31
		PolyU	572	2	574

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
2014/15	Total	HKUST	1 012	2	1 014
		HKU	1 657	53	1 710
			5 547	65	5 612
	Sub-degree Programmes	CityU	903	-	903
		EdUHK	494	1 307	1 801
		PolyU	2 598	102	2 700
	Total		3 995	1 409	5 404
	Undergraduate Programmes	CityU	12 028	-	12 028
		HKBU	6 465	-	6 465
		LU	2 532	-	2 532
		CUHK	16 379	-	16 379
		EdUHK	3 725	1 545	5 270
		PolyU	13 954	-	13 954
		HKUST	8 875	-	8 875
		HKU	15 411	-	15 411
	Total		79 369	1 545	80 914
	TPg Programmes	CityU	53	-	53
		HKBU	10	431	441
		CUHK	367	735	1 102
		EdUHK	159	730	889
		PolyU	15	-	15
		HKU	520	455	975
	Total		1 124	2 351	3 475
	RPg Programmes --MPhil	CityU	2	-	2
		HKBU	29	-	29
		LU	49	-	49
		CUHK	369	-	369
		EdUHK	6	-	6
		PolyU	95	-	95
		HKUST	352	-	352
		HKU	392	-	392
	Total		1 293	-	1 293
	RPg Programmes --PhD	CityU	739	-	739
		HKBU	239	-	239
		LU	32	1	33
		CUHK	1 455	1	1 456
		EdUHK	23	-	23
		PolyU	599	-	599
		HKUST	1 002	-	1 002
		HKU	1 715	19	1 734
	Total		5 804	21	5 825

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
2015/16	Sub-degree Programmes	CityU	913	-	913
		EdUHK	596	1 632	2 228
		PolyU	2 219	34	2 253
	Total		3 728	1 666	5 394
	Undergraduate	CityU	12 423	-	12 423
		HKBU	6 685	-	6 685
		LU	2 532	-	2 532
		CUHK	16 588	-	16 588
		EdUHK	3 625	1 529	5 154
		PolyU	14 431	-	14 431
		HKUST	9 005	-	9 005
		HKU	15 839	-	15 839
	Total		81 128	1 529	82 657
	TPg Programmes	CityU	53	-	53
		HKBU	13	427	440
		CUHK	364	673	1 037
		EdUHK	159	735	894
		PolyU	13	-	13
		HKU	520	464	984
	Total		1 122	2 299	3 421
	RPg Programmes --MPhil	CityU	1	1	2
		HKBU	32	-	32
		LU	39	-	39
		CUHK	386	-	386
		EdUHK	9	-	9
		PolyU	81	-	81
		HKUST	340	-	340
		HKU	340	-	340
	Total		1 227	1	1 228
	RPg Programmes --PhD	CityU	806	-	806
		HKBU	245	-	245
		LU	37	-	37
		CUHK	1 590	-	1 590
		EdUHK	29	-	29
		PolyU	632	-	632
		HKUST	1 046	-	1 046
		HKU	1 753	3	1 756
	Total		6 138	3	6 141
2016/17	Sub-degree Programmes	CityU	903	-	903
		EdUHK	654	1 493	2 147
		PolyU	2 132	2	2 134
	Total		3 689	1 495	5 184

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
	Undergraduate Programmes	CityU	12 424	-	12 424
		HKBU	6 747	-	6 747
		LU	2 595	-	2 595
		CUHK	16 731	-	16 731
		EdUHK	3 688	1 557	5 245
		PolyU	14 820	-	14 820
		HKUST	9 204	-	9 204
		HKU	16 172	-	16 172
	Total		82 381	1 557	83 938
	TPg Programmes	CityU	71	-	71
		HKBU	10	332	342
		CUHK	369	556	925
		EdUHK	173	739	912
		PolyU	15	-	15
		HKU	545	402	947
	Total		1 183	2 029	3 212
	RPg Programmes --MPhil	CityU	2	-	2
		HKBU	32	-	32
		LU	36	-	36
		CUHK	386	-	386
		EdUHK	13	-	13
		PolyU	105	-	105
		HKUST	378	-	378
		HKU	335	-	335
	Total		1 286	-	1 286
	RPg Programmes --PhD	CityU	925	-	925
		HKBU	239	-	239
		LU	36	-	36
		CUHK	1 613	-	1 613
		EdUHK	49	-	49
		PolyU	639	-	639
		HKUST	1 073	-	1 073
		HKU	1 706	-	1 706
	Total		6 281	-	6 281
2017/18 (provisional)	Sub-degree Programmes	CityU	782	-	782
		EdUHK	707	1 284	1 991
		PolyU	1 570	-	1 570
	Total		3 059	1 284	4 343
	Undergraduate Programmes	CityU	12 539	-	12 539
		HKBU	6 867	-	6 867
		LU	2 538	-	2 538
		CUHK	17 111	-	17 111

Academic Year	Level of Study	University	Mode of Study		
			Full-time	Part-time	Total
		EdUHK	3 711	1 522	5 233
		PolyU	14 773	-	14 773
		HKUST	9 552	-	9 552
		HKU	16 506	-	16 506
	Total		83 597	1 522	85 119
	TPg Programmes	CityU	53	-	53
		HKBU	10	232	242
		CUHK	350	488	838
		EdUHK	180	794	974
		PolyU	17	-	17
		HKU	554	322	876
	Total		1 164	1 836	3 000
	RPg Programmes --MPhil	CityU	2	-	2
		HKBU	25	-	25
		LU	35	-	35
		CUHK	357	-	357
		EdUHK	13	-	13
		PolyU	79	-	79
		HKUST	402	-	402
		HKU	336	-	336
	Total		1 249	-	1 249
	RPg Programmes --PhD	CityU	994	1	995
		HKBU	212	-	212
		LU	44	-	44
		CUHK	1 654	-	1 654
		EdUHK	63	-	63
		PolyU	685	-	685
		HKUST	1 060	-	1 060
		HKU	1 642	-	1 642
	Total		6 353	1	6 354

Notes:

1. UGC-funded TPg programmes cover only MPhil programmes but not PhD programmes.
2. Figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods.
3. Figures may not add up to the corresponding totals due 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.
4. “-” denotes nil.

Abbreviations:

City U	City University of Hong Kong
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Number of Students of Full-time Locally-accredited Self-financing Sub-degree Programmes by University and Place of Origin, 2013/14 to 2017/18 Academic Years

(Headcount)

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2013/14	Caritas Bianchi College of Careers	367	93.1%	26	6.6%	1	0.3%	394
	Caritas Institute of Higher Education	540	99.3%	4	0.7%	-	-	544
	Chu Hai College of Higher Education	1	100.0%	-	-	-	-	1
	City University of Hong Kong	6 559	99.5%	31	0.5%	1	@	6 591
	Hang Seng Management College	407	99.3%	3	0.7%	-	-	410
	HKU SPACE Po Leung Kuk Stanley Ho Community College	3 775	99.8%	4	0.1%	4	0.1%	3 783
	Hong Kong Adventist College	1	100.0%	-	-	-	-	1
	Hong Kong Art School	126	98.4%	1	0.8%	1	0.8%	128
	Hong Kong Baptist University	4 223	93.9%	270	6.0%	3	0.1%	4 496
	Hong Kong College of Technology	857	99.2%	7	0.8%	-	-	864
	Hong Kong Institute of Technology	1 034	97.3%	25	2.4%	4	0.4%	1 063
	Hong Kong Nang Yan College of Higher Education	28	96.6%	1	3.4%	-	-	29
	Kaplan Business and Accountancy School	14	100.0%	-	-	-	-	14
	Lingnan University	4 425	97.7%	105	2.3%	-	-	4 530
	Pui Ching Academy	3	100.0%	-	-	-	-	3
	Sacred Heart Canossian College of Commerce	92	100.0%	-	-	-	-	92
	The Chinese University of Hong Kong	2 795	99.3%	16	0.6%	3	0.1%	2 814
	The Education University of Hong Kong	448	100.0%	-	-	-	-	448
	The Hong Kong Polytechnic University	7 673	99.8%	11	0.1%	1	@	7 685
	The Open University of Hong Kong	1 116	99.6%	-	-	4	0.4%	1 120
	The University of Hong Kong	7 177	98.5%	108	1.5%	4	0.1%	7 289
	Tung Wah College	466	98.7%	6	1.3%	-	-	472
	Vocational Training Council	9 070	99.5%	46	0.5%	4	@	9 120
	Yew Chung Community College	74	80.4%	8	8.7%	10	10.9%	92
	YMCA College of Careers	63	100.0%	-	-	-	-	63
		All institutions	51 334	98.6%	672	1.3%	40	0.1%	52 046

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2014/15	Caritas Bianchi College of Careers	309	82.8%	64	17.2%	-	-	373
	Caritas Institute of Community Education	36	100.0%	-	-	-	-	36
	Caritas Institute of Higher Education	409	97.6%	10	2.4%	-	-	419
	City University of Hong Kong	5 407	98.5%	79	1.4%	3	0.1%	5 489
	Hang Seng Management College	203	98.5%	3	1.5%	-	-	206
	HKU SPACE Po Leung Kuk Stanley Ho Community College	2 359	99.5%	10	0.4%	2	0.1%	2 371
	Hong Kong Art School	107	96.4%	3	2.7%	1	0.9%	111
	Hong Kong Baptist University	3 158	90.2%	341	9.7%	1	@	3 500
	Hong Kong College of Technology	605	97.6%	15	2.4%	-	-	620
	Hong Kong Institute of Technology	559	94.9%	28	4.8%	2	0.3%	589
	Hong Kong Nang Yan College of Higher Education	17	85.0%	3	15.0%	-	-	20
	Lingnan University	1 584	94.1%	99	5.9%	1	0.1%	1 684
	Pui Ching Academy	2	100.0%	-	-	-	-	2
	The Chinese University of Hong Kong	2 157	98.2%	36	1.6%	4	0.2%	2 197
	The Education University of Hong Kong	361	100.0%	-	-	-	-	361
	The Hong Kong Polytechnic University	6 769	99.7%	16	0.2%	1	@	6 786
	The Open University of Hong Kong	1 461	99.7%	-	-	5	0.3%	1 466
	The University of Hong Kong	5 384	97.7%	123	2.2%	1	@	5 508
	Tung Wah College	260	98.5%	4	1.5%	-	-	264
	Vocational Training Council	7 518	99.6%	30	0.4%	3	@	7 551
	Yew Chung Community College	93	89.4%	6	5.8%	5	4.8%	104
	YMCA College of Careers	32	100.0%	-	-	-	-	32
	All institutions	38 790	97.7%	870	2.2%	29	0.1%	39 689
2015/16	Caritas Bianchi College of Careers	241	74.8%	80	24.8%	1	0.3%	322
	Caritas Institute of Community Education	109	97.3%	3	2.7%	-	-	112
	Caritas Institute of Higher Education	344	94.0%	22	6.0%	-	-	366
	City University of Hong Kong	5 428	97.5%	130	2.3%	8	0.1%	5 566
	Hang Seng Management College	94	100.0%	-	-	-	-	94

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
	HKU SPACE Po Leung Kuk Stanley Ho Community College	2 273	99.6%	9	0.4%	1	@	2 283
	Hong Kong Art School	89	95.7%	3	3.2%	1	1.1%	93
	Hong Kong Baptist University	3 217	91.0%	319	9.0%	1	@	3 537
	Hong Kong College of Technology	496	98.0%	10	2.0%	-	-	506
	Hong Kong Institute of Technology	387	93.0%	27	6.5%	2	0.5%	416
	Hong Kong Nang Yan College of Higher Education	16	84.2%	3	15.8%	-	-	19
	Lingnan University	1 024	92.6%	81	7.3%	1	0.1%	1 106
	The Chinese University of Hong Kong	2 126	98.3%	35	1.6%	1	@	2 162
	The Education University of Hong Kong	294	100.0%	-	-	-	-	294
	The Hong Kong Polytechnic University	6 806	99.8%	15	0.2%	1	@	6 822
	The Open University of Hong Kong	1 800	98.1%	1	0.1%	34	1.9%	1 835
	The University of Hong Kong	5 248	97.5%	132	2.5%	1	@	5 381
	Tung Wah College	216	98.2%	4	1.8%	-	-	220
	Vocational Training Council	6 597	99.7%	20	0.3%	2	@	6 619
	Yew Chung Community College	178	96.2%	2	1.1%	5	2.7%	185
	YMCA College of Careers	69	100.0%	-	-	-	-	69
	All institutions	37 052	97.5%	896	2.4%	59	0.2%	38 007
2016/17	Caritas Bianchi College of Careers	221	77.8%	62	21.8%	1	0.4%	284
	Caritas Institute of Community Education	155	98.7%	2	1.3%	-	-	157
	Caritas Institute of Higher Education	306	95.6%	14	4.4%	-	-	320
	City University of Hong Kong	6 041	97.2%	170	2.7%	6	0.1%	6 217
	HKU SPACE Po Leung Kuk Stanley Ho Community College	2 118	99.1%	16	0.7%	4	0.2%	2 138
	Hong Kong Art School	73	97.3%	1	1.3%	1	1.3%	75
	Hong Kong Baptist University	3 271	92.3%	269	7.6%	2	0.1%	3 542
	Hong Kong College of Technology	387	93.3%	28	6.7%	-	-	415
	Hong Kong Institute of Technology	466	94.9%	24	4.9%	1	0.2%	491
	Hong Kong Nang Yan College of Higher Education	10	83.3%	2	16.7%	-	-	12
Lingnan University	896	95.5%	41	4.4%	1	0.1%	938	

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 863	99.0%	18	1.0%	-	-	1 881
	The Education University of Hong Kong	92	100.0%	-	-	-	-	92
	The Hong Kong Polytechnic University	7 361	99.8%	11	0.1%	1	@	7 373
	The Open University of Hong Kong	1 748	98.6%	1	0.1%	24	1.4%	1 773
	The University of Hong Kong	4 947	95.4%	238	4.6%	-	-	5 185
	Tung Wah College	317	99.7%	1	0.3%	-	-	318
	Vocational Training Council	5 509	99.7%	13	0.2%	5	0.1%	5 527
	Yew Chung Community College	206	96.7%	1	0.5%	6	2.8%	213
	YMCA College of Careers	57	100.0%	-	-	-	-	57
	All institutions	36 044	97.4%	912	2.5%	52	0.1%	37 008
2017/18 (provisional)	Caritas Bianchi College of Careers	250	81.4%	56	18.2%	1	0.3%	307
	Caritas Institute of Community Education	146	98.6%	2	1.4%	-	-	148
	Caritas Institute of Higher Education	257	97.0%	8	3.0%	-	-	265
	City University of Hong Kong	5 542	93.3%	392	6.6%	5	0.1%	5 939
	Gratia Christian College	7	100.0%	-	-	-	-	7
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 746	97.8%	33	1.8%	6	0.3%	1 785
	Hong Kong Art School	70	100.0%	-	-	-	-	70
	Hong Kong Baptist University	3 007	92.4%	247	7.6%	2	0.1%	3 256
	Hong Kong College of Technology	358	91.3%	34	8.7%	-	-	392
	Hong Kong Institute of Technology	310	91.7%	27	8.0%	1	0.3%	338
	Hong Kong Nang Yan College of Higher Education	1	100.0%	-	-	-	-	1
	Lingnan University	892	95.8%	38	4.1%	1	0.1%	931
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 671	98.6%	22	1.3%	1	0.1%	1 694
	The Hong Kong Polytechnic University	9 387	99.7%	32	0.3%	-	-	9 419
	The Open University of Hong Kong	1 548	98.0%	10	0.6%	21	1.3%	1 579
	The University of Hong Kong	4 498	93.7%	301	6.3%	1	@	4 800
	Tung Wah College	434	99.8%	1	0.2%	-	-	435
	Vocational Training Council	4 441	99.4%	13	0.3%	15	0.3%	4 469

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
	Yew Chung Community College	174	98.3%	1	0.6%	2	1.1%	177
	YMCA College of Careers	40	97.6%	1	2.4%	-	-	41
	All institutions	34 779	96.5%	1 218	3.4%	56	0.2%	36 053

Notes:

1. The place of origin of non-local students is determined having regard to their nationality or place of residence.
2. “@” denotes less than 0.5%.
3. “-” denotes nil.

Number of Students of Full-time Locally-accredited Self-financing Undergraduate Programmes by University and Place of Origin, 2013/14 to 2017/18 Academic Years

(Headcount)

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2013/14	Caritas Institute of Higher Education	188	81.4%	43	18.6%	-	-	231
	Centennial College	450	95.5%	21	4.5%	-	-	471
	Chu Hai College of Higher Education	1 608	96.7%	46	2.8%	9	0.5%	1 663
	City University of Hong Kong	2 419	100.0%	-	-	-	-	2 419
	Hang Seng Management College	3 445	99.8%	7	0.2%	-	-	3 452
	Hong Kong Art School	124	98.4%	-	-	2	1.6%	126
	Hong Kong Baptist University	1 298	95.0%	69	5.0%	-	-	1 367
	Hong Kong Institute of Technology	320	100.0%	-	-	-	-	320
	Hong Kong Shue Yan University	4 948	96.0%	208	4.0%	-	-	5 156
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	303	61.6%	-	-	189	38.4%	492
	The Chinese University of Hong Kong	355	100.0%	-	-	-	-	355
	The Education University of Hong Kong	1 024	96.2%	39	3.7%	2	0.2%	1 065
	The Hong Kong Polytechnic University	3 319	93.0%	246	6.9%	5	0.1%	3 570
	The Open University of Hong Kong	6 257	97.9%	130	2.0%	5	0.1%	6 392
	The University of Hong Kong	269	96.4%	5	1.8%	5	1.8%	279
	Tung Wah College	1 151	96.6%	41	3.4%	-	-	1 192
	Vocational Training Council	1 969	99.3%	4	0.2%	9	0.5%	1 982
	All institutions	29 447	96.4%	859	2.8%	226	0.7%	30 532
2014/15	Caritas Institute of Higher Education	495	80.0%	124	20.0%	-	-	619
	Centennial College	540	88.7%	68	11.2%	1	0.2%	609
	Chu Hai College of Higher Education	1 601	95.8%	69	4.1%	1	0.1%	1 671
	City University of Hong Kong	2 787	100.0%	-	-	-	-	2 787
	Hang Seng Management College	4 321	99.5%	23	0.5%	-	-	4 344
	Hong Kong Art School	137	99.3%	-	-	1	0.7%	138

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
	Hong Kong Baptist University	1 749	96.7%	60	3.3%	-	-	1 809
	Hong Kong Institute of Technology	567	99.8%	-	-	1	0.2%	568
	Hong Kong Nang Yan College of Higher Education	23	100.0%	-	-	-	-	23
	Hong Kong Shue Yan University	4 886	95.9%	207	4.1%	-	-	5 093
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	349	60.5%	-	-	228	39.5%	577
	The Chinese University of Hong Kong	387	100.0%	-	-	-	-	387
	The Education University of Hong Kong	1 112	95.0%	55	4.7%	3	0.3%	1 170
	The Hong Kong Polytechnic University	3 749	93.9%	242	6.1%	1	@	3 992
	The Open University of Hong Kong	7 268	97.5%	181	2.4%	4	0.1%	7 453
	The University of Hong Kong	696	98.3%	2	0.3%	10	1.4%	708
	The Hong Kong University of Science and Technology	5	12.2%	-	-	36	87.8%	41
	Tung Wah College	1 532	96.7%	52	3.3%	-	-	1 584
	Vocational Training Council	3 508	99.1%	27	0.8%	4	0.1%	3 539
	All institutions	35 712	96.2%	1 110	3.0%	290	0.8%	37 112
	2015/16	Caritas Institute of Higher Education	738	80.1%	182	19.8%	1	0.1%	921
Centennial College		530	85.2%	87	14.0%	5	0.8%	622
Chu Hai College of Higher Education		1 416	94.2%	70	4.7%	17	1.1%	1 503
City University of Hong Kong		1 814	100.0%	-	-	-	-	1 814
Gratia Christian College		51	100.0%	-	-	-	-	51
Hang Seng Management College		4 739	99.2%	36	0.8%	-	-	4 775
HKCT Institute of Higher Education		15	100.0%	-	-	-	-	15
Hong Kong Art School		116	100.0%	-	-	-	-	116
Hong Kong Baptist University		2 093	96.9%	67	3.1%	-	-	2 160
Hong Kong Institute of Technology		364	99.5%	-	-	2	0.5%	366
Hong Kong Nang Yan College of Higher Education		43	75.4%	14	24.6%	-	-	57
Hong Kong Shue Yan University		4 926	96.4%	186	3.6%	-	-	5 112
SCAD Foundation (Hong Kong) Limited / Savannah		350	66.8%	-	-	174	33.2%	524

Academic Year	Institution	Place of Origin						Total	
		Local		Mainland China		Others			
		No.	%	No.	%	No.	%		
	College of Art and Design, Inc.								
	The Chinese University of Hong Kong	283	99.3%	-	-	2	0.7%	285	
	The Education University of Hong Kong	1 427	95.1%	67	4.5%	7	0.5%	1 501	
	The Hong Kong Polytechnic University	3 713	94.3%	226	5.7%	-	-	3 939	
	The Open University of Hong Kong	8 388	97.2%	239	2.8%	1	@	8 628	
	The University of Hong Kong	1 233	98.2%	-	-	22	1.8%	1 255	
	The Hong Kong University of Science and Technology	10	11.4%	2	2.3%	76	86.4%	88	
	Tung Wah College	1 780	97.0%	55	3.0%	-	-	1 835	
	Vocational Training Council	4 020	99.0%	36	0.9%	4	0.1%	4 060	
	All institutions	38 049	96.0%	1 267	3.2%	311	0.8%	39 627	
	2016/17	Caritas Institute of Higher Education	925	84.5%	167	15.3%	3	0.3%	1 095
		Centennial College	302	81.4%	63	17.0%	6	1.6%	371
Chu Hai College of Higher Education		861	88.4%	111	11.4%	2	0.2%	974	
City University of Hong Kong		1 245	100.0%	-	-	-	-	1 245	
Gratia Christian College		60	100.0%	-	-	-	-	60	
Hang Seng Management College		4 498	99.3%	33	0.7%	-	-	4 531	
HKCT Institute of Higher Education		11	100.0%	-	-	-	-	11	
Hong Kong Art School		104	100.0%	-	-	-	-	104	
Hong Kong Baptist University		2 071	95.2%	104	4.8%	-	-	2 175	
Hong Kong Institute of Technology		298	99.3%	-	-	2	0.7%	300	
Hong Kong Nang Yan College of Higher Education		43	86.0%	7	14.0%	-	-	50	
Hong Kong Shue Yan University		4 256	95.6%	198	4.4%	-	-	4 454	
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.		331	59.9%	13	2.4%	209	37.8%	553	
The Chinese University of Hong Kong		165	100.0%	-	-	-	-	165	
The Education University of Hong Kong		1 361	94.6%	71	4.9%	7	0.5%	1 439	
The Hong Kong Polytechnic University		3 299	94.3%	198	5.7%	3	0.1%	3 500	
The Open University of Hong Kong		8 877	96.1%	354	3.8%	2	@	9 233	

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
	The University of Hong Kong	767	95.4%	-	-	37	4.6%	804
	The Hong Kong University of Science and Technology	9	7.5%	7	5.8%	104	86.7%	120
	Tung Wah College	1 941	98.3%	32	1.6%	2	0.1%	1 975
	Vocational Training Council	4 410	99.1%	29	0.7%	10	0.2%	4 449
	All institutions	35 834	95.3%	1 387	3.7%	387	1.0%	37 608
	2017/18 (provisional)	Caritas Institute of Higher Education	1 122	88.4%	145	11.4%	2	0.2%	1 269
	Centennial College	177	83.5%	29	13.7%	6	2.8%	212
	Chu Hai College of Higher Education	672	81.6%	151	18.3%	1	0.1%	824
	City University of Hong Kong	1 284	99.7%	-	-	4	0.3%	1 288
	Gratia Christian College	78	100.0%		-	-	-	78
	Hang Seng Management College	4 841	99.4%	28	0.6%	-	-	4 869
	HKCT Institute of Higher Education	10	100.0%		-	-	-	10
	Hong Kong Art School	99	100.0%		-	-	-	99
	Hong Kong Baptist University	2 171	95.2%	109	4.8%	-	-	2 280
	Hong Kong Institute of Technology	363	98.9%		-	4	1.1%	367
	Hong Kong Nang Yan College of Higher Education	42	87.5%	6	12.5%	-	-	48
	Hong Kong Shue Yan University	3 958	94.3%	241	5.7%	-	-	4 199
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	299	50.1%	38	6.4%	260	43.6%	597
	The Chinese University of Hong Kong	89	98.9%		-	1	1.1%	90
	The Education University of Hong Kong	1 288	95.8%	50	3.7%	6	0.4%	1 344
	The Hong Kong Polytechnic University	3 002	96.6%	105	3.4%	2	0.1%	3 109
	The Open University of Hong Kong	8 601	94.4%	506	5.6%	6	0.1%	9 113
	The University of Hong Kong	464	91.5%	1	0.2%	42	8.3%	507
	The Hong Kong University of Science and Technology	11	7.7%	8	5.6%	123	86.6%	142
	Tung Wah College	1 969	98.9%	20	1.0%	2	0.1%	1 991
	Vocational Training Council	4 929	99.5%	19	0.4%	6	0.1%	4 954
	All institutions	35 469	94.9%	1 456	3.9%	465	1.2%	37 390

Notes:

- Figures include students of FYFD and top-up degree programmes.

2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. “@” denotes less than 0.5%.
4. “-” denotes nil.

Number of Students of Locally-accredited Self-financing Taught Postgraduate Programmes by University and Place of Origin, 2012/13 to 2016/17 Academic Years

(Headcount)

Headcount

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2012/13	CityU	3 250	64.2%	1 720	34.0%	93	1.8%	5 063
	HKBU	1 507	52.9%	1 308	45.9%	34	1.2%	2 849
	LU	303	64.6%	161	34.3%	5	1.1%	469
	CUHK	6 585	72.5%	2 304	25.4%	191	2.1%	9 080
	EdUHK	800	70.5%	329	29.0%	6	0.5%	1 135
	PolyU	5 629	75.0%	1 767	23.5%	114	1.5%	7 510
	HKUST	989	40.2%	1 022	41.5%	450	18.3%	2 461
	HKU	6 141	79.1%	1 237	15.9%	384	4.9%	7 762
	HKAPA	83	58.0%	46	32.2%	14	9.8%	143
	Hong Kong Shue Yan University	61	100.0%	-	-	-	-	61
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	3	21.4%	-	-	11	78.6%	14
	OpenU	226	85.9%	36	13.7%	1	0.4%	263
	All institutions	25 577	69.5%	9 930	27.0%	1 303	3.5%	36 810
2013/14	CityU	2 960	57.0%	2 114	40.7%	120	2.3%	5 194
	HKBU	1 335	42.8%	1 756	56.3%	27	0.9%	3 118
	LU	242	63.9%	131	34.6%	6	1.6%	379
	CUHK	6 494	65.0%	3 304	33.1%	186	1.9%	9 984
	EdUHK	776	61.3%	485	38.3%	4	0.3%	1 265
	PolyU	5 379	71.5%	2 022	26.9%	121	1.6%	7 522
	HKUST	1 207	46.7%	1 070	41.4%	308	11.9%	2 585
	HKU	6 268	77.9%	1 435	17.8%	344	4.3%	8 047
	HKAPA	83	58.9%	48	34.0%	10	7.1%	141
	Hong Kong Shue Yan University	106	89.8%	11	9.3%	1	0.8%	118
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	4	22.2%	-	-	14	77.8%	18
	OpenU	280	97.2%	8	2.8%	-	-	288
	All institutions	25 134	65.0%	12 384	32.0%	1 141	3.0%	38 659

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2014/15	CityU	2 828	53.7%	2 329	44.2%	112	2.1%	5 269
	HKBU	1 169	37.7%	1 879	60.6%	55	1.8%	3 103
	LU	173	41.7%	229	55.2%	13	3.1%	415
	CUHK	6 206	66.0%	3 029	32.2%	170	1.8%	9 405
	EdUHK	756	60.7%	483	38.8%	7	0.6%	1 246
	PolyU	5 508	71.5%	2 080	27.0%	116	1.5%	7 704
	HKUST	1 076	40.7%	1 248	47.2%	319	12.1%	2 643
	HKU	6 373	78.4%	1 441	17.7%	319	3.9%	8 133
	HKAPA	76	55.5%	54	39.4%	7	5.1%	137
	Hong Kong Shue Yan University	135	96.4%	5	3.6%	-	-	140
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	9	39.1%	-	-	14	60.9%	23
	OpenU	297	76.2%	90	23.1%	3	0.8%	390
	All institutions	24 606	63.7%	12 867	33.3%	1 135	2.9%	38 608
2015/16	CityU	2 656	52.1%	2 355	46.2%	88	1.7%	5 099
	HKBU	1 024	37.6%	1 648	60.5%	50	1.8%	2 722
	LU	163	41.9%	210	54.0%	16	4.1%	389
	CUHK	5 803	68.4%	2 544	30.0%	134	1.6%	8 481
	EdUHK	718	61.0%	448	38.0%	12	1.0%	1 178
	PolyU	5 628	74.1%	1 832	24.1%	137	1.8%	7 597
	HKUST	1 089	39.6%	1 360	49.4%	302	11.0%	2 751
	HKU	6 544	78.0%	1 541	18.4%	307	3.7%	8 392
	Chu Hai College of Higher Education	19	82.6%	4	17.4%	-	-	23
	HKAPA	70	52.6%	54	40.6%	9	6.8%	133
	Hong Kong Shue Yan University	82	73.9%	29	26.1%	-	-	111
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	8	40.0%	-	-	12	60.0%	20
	OpenU	399	72.2%	149	26.9%	5	0.9%	553
	All institutions	24 203	64.6%	12 174	32.5%	1 072	2.9%	37 449
2016/17	CityU	2 501	52.3%	2 195	45.9%	86	1.8%	4 782
	HKBU	983	40.8%	1 377	57.1%	52	2.2%	2 412
	LU	151	36.5%	243	58.7%	20	4.8%	414
	CUHK	5 841	69.7%	2 402	28.6%	141	1.7%	8 384
	EdUHK	793	61.3%	486	37.6%	15	1.2%	1 294

Academic Year	Institution	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
	PolyU	5 443	75.1%	1 675	23.1%	130	1.8%	7 248
	HKUST	1 077	39.2%	1 388	50.5%	283	10.3%	2 748
	HKU	6 673	78.4%	1 560	18.3%	281	3.3%	8 514
	Chu Hai College of Higher Education	18	43.9%	23	56.1%	-	-	41
	HKAPA	80	55.9%	54	37.8%	9	6.3%	143
	Hang Seng Management College	9	100.0%	-	-	-	-	9
	Hong Kong Shue Yan University	115	84.6%	21	15.4%	-	-	136
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	8	38.1%	-	-	13	61.9%	21
	OpenU	444	71.5%	172	27.7%	5	0.8%	621
	All institutions	24 136	65.6%	11 596	31.5%	1 035	2.8%	36 767

Notes:

1. Including full-time and part-time programmes.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. “-” denotes nil.
4. Figures for the 2017/18 academic year are not yet available.

Abbreviations:

City U	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
OpenU	The Open University of Hong Kong
HKAPA	The Hong Kong Academy for Performing Arts

Number of Students of Locally-accredited Self-financing Research Postgraduate Programmes by University and Place of Origin, 2012/13 to 2016/17 Academic Years

(Headcount)

Academic Year	University	Place of Origin						
		Local		Mainland China		Others		Total
		No.	%	No.	%	No.	%	
2012/13	CityU	257	74.9%	72	21.0%	14	4.1%	343
	HKBU	79	59.8%	52	39.4%	1	0.8%	132
	LU	5	83.3%	1	16.7%	-	0.0%	6
	CUHK	199	47.2%	214	50.7%	9	2.1%	422
	EdUHK	4	100.0%	-	0.0%	-	0.0%	4
	PolyU	281	47.0%	293	49.0%	24	4.0%	598
	HKUST	107	32.8%	205	62.9%	14	4.3%	326
	HKU	313	62.1%	164	32.6%	27	5.3%	503
	OpenU	-	NA	-	NA	-	NA	-
	All universities	1 245	53.3%	1 001	42.9%	89	3.8%	2 334
2013/14	CityU	255	65.9%	119	30.7%	13	3.4%	387
	HKBU	64	51.6%	51	41.1%	9	7.3%	124
	LU	7	63.6%	2	18.2%	2	18.2%	11
	CUHK	256	47.1%	269	49.4%	19	3.5%	544
	EdUHK	4	100.0%	-	0.0%	-	0.0%	4
	PolyU	263	43.8%	306	50.9%	32	5.3%	601
	HKUST	91	25.0%	255	70.1%	18	4.9%	364
	HKU	359	59.4%	211	34.9%	35	5.7%	605
	OpenU	2	100.0%	-	0.0%	-	0.0%	2
	All universities	1 301	49.3%	1 213	45.9%	128	4.8%	2 642
2014/15	CityU	210	53.0%	174	44.0%	12	3.0%	396
	HKBU	56	42.4%	62	47.0%	14	10.6%	132
	LU	7	77.8%	2	22.2%	-	0.0%	9
	CUHK	283	49.0%	279	48.3%	16	2.8%	578
	EdUHK	7	87.5%	1	12.5%	-	0.0%	8
	PolyU	289	40.3%	380	52.9%	49	6.8%	718
	HKUST	114	22.7%	349	69.3%	40	8.0%	503
	HKU	361	59.4%	207	34.1%	39	6.5%	607
	OpenU	3	100.0%	-	0.0%	-	0.0%	3
	All universities	1 330	45.0%	1 454	49.2%	170	5.8%	2 955

Academic Year	University	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2015/16	CityU	177	41.2%	240	56.0%	12	2.8%	429
	HKBU	62	41.3%	70	46.7%	18	12.0%	150
	LU	5	50.0%	4	40.0%	1	10.0%	10
	CUHK	279	46.4%	303	50.4%	19	3.2%	601
	EdUHK	6	85.7%	1	14.3%	-	0.0%	7
	PolyU	282	35.3%	435	54.4%	82	10.3%	799
	HKUST	104	22.8%	311	68.0%	42	9.3%	458
	HKU	369	63.3%	178	30.6%	36	6.1%	583
	OpenU	5	100.0%	-	0.0%	-	0.0%	5
	All universities	1 289	42.4%	1 543	50.7%	210	6.9%	3 042
2016/17	CityU	154	34.1%	287	63.5%	11	2.4%	452
	HKBU	60	33.1%	99	54.7%	22	12.2%	181
	LU	4	50.0%	3	37.5%	1	12.5%	8
	CUHK	285	41.1%	380	54.8%	29	4.2%	694
	EdUHK	2	100.0%	-	0.0%	-	0.0%	2
	PolyU	259	28.9%	553	61.8%	83	9.3%	895
	HKUST	96	19.3%	359	71.9%	44	8.8%	499
	HKU	346	56.5%	230	37.5%	37	6.0%	613
	OpenU	6	100.0%	-	0.0%	-	0.0%	6
	All universities	1 212	36.2%	1 911	57.0%	227	6.8%	3 350

Notes:

1. RPg programmes cover both full-time and part-time MPhil and PhD programmes.
2. Figures may not add up to the corresponding totals due to rounding. The figures for self-financing RPg students include: 1) fully self-financing RPg students; and 2) 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.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. “-” denotes nil.
5. Figures for the 2017/18 academic year are not yet available.

Abbreviations:

City U	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
OpenU	The Open University of Hong Kong

**Admission of Local Students to UGC-funded FYFD Programmes through JUPAS
and Non-JUPAS Routes, 2013/14 to 2017/18 Academic Years**

Year	Approved student number targets of UGC-funded YFYD places	JUPAS					Non-JUPAS	
		Number of DSE candidates in the relevant year ⁽¹⁾	Candidates meeting the general entrance requirements of UGC-funded FYFD programmes ⁽¹⁾		Candidates meeting the general entrance requirements but were not admitted to UGC-funded FYFD programmes through JUPAS ⁽³⁾		No of applications for UGC-funded FYFD programmes from local students ⁽⁴⁾⁽⁵⁾	No of local students admitted ⁽³⁾
			No.	% ⁽²⁾	No.	% ⁽²⁾		
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
2017/18	15 000	60 349 (8 525)	21 593 (596)	35.8% (7.0%)	9 099	15.1%	39 320	2 664 ⁽⁶⁾

Notes:

- (1) Provided by the Hong Kong Examinations and Assessment Authority. Figures in brackets refer to private candidates. In addition to the general entrance requirements, individual universities may determine the attainment level needed in 1 or 2 designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only. The general entrance requirements of UGC-funded undergraduate programmes are set at: 3322 for the four core subjects, i.e. Level 3 for Chinese Language and English Language, and Level 2 for Mathematics and Liberal Studies.
- (2) As a percentage of the number of candidates sitting the DSE in the relevant year. Figures in brackets refer to the percentage of private candidates sitting the DSE 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 DSE, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate diploma and the General Certificate of Education Advanced Level, etc.
- (5) Provided by the eight UGC-funded universities. Each 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) Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0135)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide information in respect of the following for the past 5 years (2013/14 to 2017/18) and the projected data for 2018/19:
 - (a) the requirement and shortfall of student hostel places in University Grants Committee (UGC)-funded institutions and self-financing post-secondary institutions;
 - (b) the numbers of “undergraduate students whose daily travelling time to and from home and the university exceeds 4 hours” in UGC-funded institutions;
2. the “standard unit subsidy rate” and “enhanced unit subsidy rate” to be adopted by the Hostel Development Fund; and
3. the hostel projects being carrying out by UGC-funded institutions and self-financing post-secondary institutions, the expenditures involved, dates of completion and the estimated number of student hostel places to be provided.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 36)

Reply:

1. (a) The requirements for publicly-funded hostel places and additional requirements for publicly-funded hostel places above the level of supply, with a breakdown by UGC-funded university, for the past five academic years (2013/14 to 2017/18) and the projected figures in 2018/19 academic year are at **Annex A**.

Self-financing post-secondary institutions may take into account their own conditions and the need of students in providing hostels for their students. They may also apply for the Land Grant Scheme and the Start-up Loan Scheme in respect of construction projects of student hostels. The Education Bureau (EDB)

does not maintain information on the supply and demand of hostel places of such self-financing post-secondary institutions.

- (b) Based on the information provided by UGC-funded universities, the respective numbers of undergraduate students applying for hostel places and meeting the criterion of “daily travelling time to and from home and the university exceeding 4 hours” in each of the past five academic years (2013/14 to 2017/18) are at **Annex B**.

2. In December 2017, the EDB briefed the Panel on Education of the Legislative Council on the operation framework of the Hostel Development Fund (the Fund). Subsequently, the six relevant UGC-funded universities submitted their Master Hostel Development Plans to the Government. EDB is currently considering these plans and working out the operational details of the Fund (including the “standard unit subsidy rate” and the “enhanced unit subsidy rate”) for early application of funding from the Legislative Council.
3. A publicly-funded student hostel project of the Chinese University of Hong Kong (CUHK), namely 8055EF “Student hostels on northern campus” with an approved project estimate of \$465.5 million (excluding 25% contribution by the CUHK), was approved by the Legislative Council in mid-2015. The project is currently under construction for completion in mid-2018. Upon completion, it will provide 676 publicly-funded hostel places. The EDB does not maintain information on hostel projects of self-financing post-secondary institutions.

(A) Requirements for publicly-funded hostel places by UGC-funded universities under prevailing hostel policy

University	Academic year					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 (Projected ^{Note})
City University of Hong Kong	4 911	5 383	5 496	5 703	5 745	6 652
Hong Kong Baptist University	2 583	2 741	2 839	2 869	2 959	3 437
Lingnan University	1 300	1 300	1 300	1 300	1 300	1 300
The Chinese University of Hong Kong	7 293	7 453	7 486	7 761	7 859	8 652
The Education University of Hong Kong	2 000	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	5 428	5 904	6 060	6 444	6 551	7 613
The Hong Kong University of Science and Technology	5 005	5 110	5 094	5 478	5 498	5 556
The University of Hong Kong	7 573	7 616	7 586	7 851	7 999	8 142
Total	36 093	37 507	37 861	39 406	39 911	43 352

(B) Additional requirements for publicly-funded hostel places above the level of supply at the time

University	Academic year					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 (Projected ^{Note})
City University of Hong Kong	1 426	1 898	2 011	2 218	2 260	3 167
Hong Kong Baptist University	723	881	1 128	1 158	1 248	1 726
Lingnan University	-	-	-	-	-	-
The Chinese University of Hong Kong	1 111	1 271	1 304	1 579	1 677	1 794

University	Academic year					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 (Projected ^{Note})
The Education University of Hong Kong	-	-	-	-	-	-
The Hong Kong Polytechnic University	774	1 250	1 406	1 790	1 897	2 959
The Hong Kong University of Science and Technology	1 054	1 159	953	1 337	1 357	1 415
The University of Hong Kong	1 848	1 891	1 858	2 121	2 269	2 412
Total	6 936	8 350	8 660	10 203	10 708	13 473

^{Note} On the assumption of full use of the 20% quota for non-local students enrolling undergraduate and taught postgraduate programmes by universities.

**The number of undergraduate students applying for hostel places
and meeting the criterion of “daily travelling time to and from home
and the university exceeding 4 hours”**

Academic year	Number of applicants
2013/14	318
2014/15	421
2015/16	943
2016/17	931
2017/18	603

- End -

CONTROLLING OFFICER'S REPLY**EDB251****(Question Serial No. 0746)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

- Using the tables below, please set out the establishment, academic qualifications, salaries and mode of employment of ancillary research staff of University Grants Committee (UGC)-funded institutions for the past 5 years (2013/14 to 2017/18):

Table 1: Number of ancillary research staff by post and academic qualification

Post	Full-time					Part-time				
	Sub-degree or below	Bachelor's degree	Postgraduate diploma	Master's degree	Doctoral degree	Sub-degree or below	Bachelor's degree	Postgraduate diploma	Master's degree	Doctoral degree
Junior Research Assistant										
Research Assistant										
Senior Research Assistant										
Research Associate										
Research Officer										
Postdoctoral Fellow										
Other ancillary research posts										

Table 2: Salaries of ancillary research staff by post

Post	Full-time						Part-time					
	Monthly salary						Hourly wage					
	Lowest	Lower quartile	Median	Upper quartile	Highest	Average	Lowest	Lower quartile	Median	Upper quartile	Highest	Average
Junior Research Assistant												
Research Assistant												
Senior Research Assistant												
Research Associate												
Research Officer												
Postdoctoral Fellow												
Other ancillary research posts												

Table 3: Number of ancillary research staff by post and contract period

Post	Full-time					Part-time				
	Contract period					Contract period				
	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above
Junior Research Assistant										
Research Assistant										
Senior Research Assistant										
Research Associate										
Research Officer										

Postdoctoral Fellow										
Other ancillary research posts										

Table 4: Salaries of ancillary research staff by academic qualification

Academic qualification	Full-time						Part-time					
	Monthly salary						Hourly wage					
	Lowest	Lower quartile	Median	Upper quartile	Highest	Average	Lowest	Lower quartile	Median	Upper quartile	Highest	Average
Sub-degree or below												
Bachelor's degree												
Postgraduate diploma												
Master's degree												
Doctoral degree												

Table 5: Number of ancillary research staff by academic qualification and contract period

	Full-time						Part-time					
	Contract period						Contract period					
Academic qualification	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above		Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above	
Sub-degree or below												
Bachelor's degree												
Postgraduate diploma												
Master's degree												
Doctoral degree												

- Using the tables below, please set out the establishment, academic qualifications, salaries and mode of employment of ancillary teaching staff (including teaching assistants) of funded institutions for the past 5 years (2013/14 to 2017/18):

Table 1: Number of ancillary teaching staff by academic qualification

Academic qualification	Full-time	Part-time
Sub-degree or below		
Bachelor's degree		
Postgraduate diploma		
Master's degree		
Doctoral degree		

Table 2: Salaries of ancillary teaching staff by academic qualification

	Full-time						Part-time					
	Monthly salary						Hourly wage					
Academic qualification	Lowest	Lower quartile	Median	Upper quartile	Highest	Average	Lowest	Lower quartile	Median	Upper quartile	Highest	Average
Sub-degree or below												
Bachelor's degree												
Postgraduate diploma												
Master's degree												
Doctoral degree												

Table 3: Number of ancillary teaching staff by academic qualification and contract period

	Full-time						Part-time					
	Contract period						Contract period					
Academic qualification	Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above		Less than 3 months	3 months to less than 6 months	6 months to less than 1 year	1 year to less than 2 years	2 years or above	
Sub-degree or below												
Bachelor's degree												
Postgraduate diploma												
Master's degree												
Doctoral degree												

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 49)

Reply:

The staff establishment, minimum salary point and mode of employment of research assistants and senior research assistants of UGC-funded universities, with breakdown by university in the past five academic years (2013/14 to 2017/18), are set out at **Annex**. We do not have readily available information about other posts and details of posts by academic qualification, salary and contract period.

**Staff Establishment, Minimum Salary Point and Mode of Employment
of Research Assistants and Senior Research Assistants in UGC-funded Universities
(2013/14 to 2017/18)**

2013/14

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay (\$)	Mode of Employment			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 1)		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 1)
CityU	10,030	226	15	335	18,290	85	17	109
HKBU	8,700	38	8	228	21,400	23	0	104
LU	13,550	2	0	1	26,985	5	0	0
CUHK	16,200	157	21	110	N/A	0	0	0
EdUHK	14,600	41	10	200	19,900	15	0	39
PolyU	10,000	21	18	322	14,000	11	7	154
HKUST	10,000	14	0	238	N/A	0	0	0
HKU	14,030	103	5	766	27,555	40	2	85

2014/15

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay (\$)	Mode of Employment			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 1)		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 1)
CityU	10,030	231	16	359	18,290	68	18	71
HKBU	10,100	44	6	245	24,700	28	0	102
LU	12,000	2	0	3	28,605	4	0	0
CUHK	16,840	164	26	102	N/A	0	0	0
EdUHK	15,300	61	16	202	20,900	21	3	50
PolyU	11,000	25	18	350	14,000	14	8	165
HKUST	10,845	15	0	270	N/A	0	0	0
HKU	14,690	93	5	842	28,855	47	3	89

2015/16

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay (\$)	Mode of Employment			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 1)		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 1)
CityU	10,030	220	26	346	18,290	73	19	116
HKBU	10,100	40	2	241	24,700	35	1	97
LU	14,460	2	0	2	30,655	4	0	0
CUHK	17,635	174	29	144	N/A	0	0	0
EdUHK	16,100	72	6	226	21,900	31	1	47
PolyU	11,000	32	14	406	15,400	26	17	187
HKUST	11,360	20	0	259	N/A	0	0	0
HKU	15,370	101	4	854	23,470	53	3	82

2016/17

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay (\$)	Mode of Employment			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 1)		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 1)
CityU	10,340	197	41	333	18,840	76	24	97
HKBU	10,110	60	5	281	24,700	49	1	107
LU	13,000	2	0	2	26,700	4	0	0
CUHK	18,450	178	48	199	N/A	0	0	0
EdUHK	16,900	59	24	245	23,000	17	5	55
PolyU	13,050	39	17	461	17,870	33	13	174
HKUST	11,885	18	0	255	N/A	0	0	0
HKU	16,090	126	4	864	24,575	46	4	107

2017/18 (Provisional Figure)

University	Research Assistant				Senior Research Assistant			
	Minimum monthly pay (\$)	Mode of Employment			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 1)		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 1)
CityU	10,590	141	41	424	18,840	53	20	130
HKBU	10,110	49	5	283	24,700	41	0	136
LU	15,500	2	0	1	27,485	4	0	0
CUHK	19,320	115	18	175	N/A	0	0	0
EdUHK	17,400	68	22	216	23,700	25	5	41
PolyU	13,050	41	21	531	20,560	34	19	210
HKUST	12,445	26	0	288	N/A	0	0	0
HKU	16,575	108	5	878	25,310	44	3	139

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 Short-term contracts mean contracts which are of one year or less.

Note ² CUHK and HKUST have not employed any Senior Research Assistants in the past five academic years. Hence the establishment and minimum monthly pay in respect of Senior Research Assistant are not applicable to these two universities.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3169)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide, by university and programme, the following information for the past 5 years (2013/14 to 2017/18):

1. Student intakes of University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by university and place of origin;
2. Student intakes of self-financing TPg programmes offered by UGC-funded universities by university and place of origin;
3. The numbers of applications and student intakes of UGC-funded research postgraduate (RPg) programmes by university and place of origin; and
4. Student intakes of self-financing RPg programmes offered by UGC-funded universities by university and place of origin.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 53)

Reply:

1 and 3

Student intakes of UGC-funded TPg programmes by university and place of origin from the 2013/14 to 2017/18 academic years are at **Annex A**. The number of applications and student intakes of UGC-funded RPg programmes by university and place of origin for the corresponding period are at **Annex C**.

2 and 4

Student intakes of self-financing TPg programmes offered by UGC-funded universities, by university and place of origin, from the 2012/13 to 2016/17 academic years are at **Annex B**. Student intakes of self-financing RPg programmes offered by UGC-funded universities by university and place of origin for the corresponding periods are at **Annex D**. Figures for the 2017/18 academic year are not yet available.

**Student Intakes of UGC-funded Taught Postgraduate Programmes
by University and Place of Origin, 2013/14 to 2017/18**

(Headcount)

Academic year	University	Place of origin			
		Local student	Mainland student	Other non-local student	Total
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	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
2017/18 (Provisional)	CityU	53	-	-	53
	HKBU	123	-	-	123
	CUHK	519	1	1	521
	EdUHK	573	7	-	580
	PolyU	15	-	-	15
	HKU	506	43	6	555
	Total	1 789	51	7	1 847

Notes:

1. The place of origin of non-local students is determined having regard to their nationality or place of residence.
2. '-' denotes nil.

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

**Number of Applications and Student Intakes of UGC-funded
Research Postgraduate Programmes by University and Place of Origin
2013/14 to 2017/18**

(Headcount)

Academic year	University	Local student		Mainland student		Other non-local student		Total	
		No. of application	Student intake	No. of application	Student intake	No. of application	Student intake	No. of application	Student intake
2013/14	CityU	127	65	1 497	223	496	60	2 120	348
	HKBU	129	28	567	60	132	11	828	99
	LU	76	16	182	20	95	7	353	43
	CUHK	703	208	5 950	450	794	27	7 447	685
	EdUHK	29	6	105	3	47	1	181	10
	PolyU	170	81	1 102	219	111	35	1 383	335
	HKUST	243	85	2 531	399	657	61	3 431	545
	HKU	563	249	3 517	427	817	74	4 897	750
	Total	2 040	738	15 451	1 801	3 149	276	20 640	2 815
2014/15	CityU	144	53	1 362	289	527	54	2 033	396
	HKBU	131	31	537	79	128	13	796	123
	LU	91	14	162	14	125	6	378	34
	CUHK	734	214	6 717	466	695	25	8 146	705
	EdUHK	27	5	89	6	46	3	162	14
	PolyU	209	85	1 411	239	609	62	2 229	386
	HKUST	203	84	2 841	435	706	79	3 750	598
	HKU	602	206	3 116	409	710	76	4 428	691
	Total	2 141	692	16 235	1 937	3 546	318	21 922	2 947
2015/16	CityU	99	48	1 147	281	547	64	1 793	393
	HKBU	83	41	499	62	130	12	712	115
	LU	77	8	133	18	97	7	307	33
	CUHK	662	226	5 844	513	818	29	7 324	768
	EdUHK	18	4	83	12	37	2	138	18
	PolyU	185	88	1 069	235	557	58	1 811	381
	HKUST	167	90	2 305	345	717	62	3 189	497
	HKU	577	211	2 272	380	645	47	3 494	638
	Total	1 868	716	13 352	1 846	3 548	281	18 768	2 843

Academic year	University	Local student		Mainland student		Other non-local student		Total	
		No. of application	Student intake	No. of application	Student intake	No. of application	Student intake	No. of application	Student intake
2016/17	CityU	111	36	1 136	303	636	75	1 883	414
	HKBU	73	20	447	88	179	11	699	119
	LU	58	12	105	8	111	10	274	30
	CUHK	730	245	4 130	501	743	41	5 603	787
	EdUHK	48	11	100	19	33	4	181	34
	PolyU	168	69	972	258	577	62	1 717	389
	HKUST	194	131	1 693	383	836	100	2 723	614
	HKU	638	222	2 030	388	705	76	3 373	686
	Total	2 020	746	10 613	1 948	3 820	379	16 453	3 073
2017/18 (Provisional)	CityU	100	55	1 246	353	732	90	2 078	498
	HKBU	75	18	441	77	223	16	739	111
	LU	66	12	132	11	166	12	364	35
	CUHK	734	210	3 132	508	761	40	4 627	758
	EdUHK	27	9	87	7	54	6	168	22
	PolyU	180	59	1 036	235	731	74	1 947	368
	HKUST	252	122	1 550	383	994	125	2 796	630
	HKU	602	203	2 176	449	740	66	3 518	718
	Total	2 036	688	9 800	2 023	4 401	429	16 237	3 140

Notes :

1. Number of applications of 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. 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 or place of residence.
4. Student intakes refer to the number of RPg students fully or partially funded by the UGC (including students financed by external funds).

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 Taught Postgraduate Programmes
Offered by UGC-funded Universities by University and Place of Origin
2012/13 to 2016/17**

(Headcount)

Academic year	University	Place of Origin			
		Local student	Mainland student	Other non-local student	Total
2012/13	CityU	1 402	1 569	78	3 049
	HKBU	764	1 207	29	2 000
	LU	173	159	5	337
	CUHK	3 222	2 084	105	5 411
	EdUHK	271	253	2	526
	PolyU	1 965	1 346	47	3 358
	HKUST	389	734	302	1 425
	HKU	2 894	1 079	239	4 212
	Total	11 080	8 431	807	20 318
2013/14	CityU	1 260	1 879	101	3 240
	HKBU	666	1 645	21	2 332
	LU	102	124	6	232
	CUHK	3 018	2 923	129	6 070
	EdUHK	339	406	0	745
	PolyU	2 117	1 544	68	3 729
	HKUST	491	866	218	1 575
	HKU	3 119	1 239	210	4 568
	Total	11 112	10 626	753	22 491
2014/15	CityU	1 334	2 042	90	3 466
	HKBU	595	1 746	51	2 392
	LU	83	222	13	318
	CUHK	2 861	2 727	98	5 686
	EdUHK	285	434	6	725
	PolyU	2 189	1 492	62	3 743
	HKUST	496	1 082	185	1 763
	HKU	3 075	1 252	187	4 514
	Total	10 918	10 997	692	22 607
2015/16	CityU	1 185	2 082	67	3 334
	HKBU	493	1 516	20	2 029
	LU	84	206	15	305
	CUHK	2 860	2 294	96	5 250
	EdUHK	299	385	8	692
	PolyU	2 193	1 281	72	3 546
	HKUST	525	1 113	177	1 815
	HKU	3 334	1 311	199	4 844
	Total	10 973	10 188	654	21 815

(Headcount)

Academic year	University	Place of Origin			
		Local student	Mainland student	Other non-local student	Total
2016/17	CityU	1 196	1 937	71	3 204
	HKBU	537	1 250	40	1 827
	LU	66	240	20	326
	CUHK	2 944	2 164	96	5 204
	EdUHK	376	439	12	827
	PolyU	2 156	1 297	70	3 523
	HKUST	466	1 184	159	1 809
	HKU	3 365	1 275	171	4 811
	Total	11 106	9 786	639	21 531

Notes :

1. Statistics on the number of applications for TPg 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 or place of residence.
4. Figures for the 2017/18 academic year are not yet available.

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 2016/17**

(Headcount)

Academic year	University	Place of Origin			
		Local student	Mainland student	Other non-local student	Total
2012/13	EdUHK	4	-	-	4
	HKU	-	43	-	43
	Total	4	43	-	47
2013/14	HKUST	-	38	-	38
	Total	-	38	-	38
2014/15	Total	-	-	-	-
2015/16	Total	-	-	-	-
2016/17	HKUST	-	1	-	1
	Total	-	1	-	1

Notes :

1. Statistics on the number of applications for self-financing RPg 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 or place of residence.
4. Figures for the 2017/18 academic year are not yet available.
5. '-' denotes nil.

Abbreviations

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

(Question Serial No. 3271)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In respect of the senior year undergraduate programmes offered by the University Grants Committee (UGC)-funded universities, please provide the following information by university:

- (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 (2013/14 to 2017/18 academic years);
- (2) the number of publicly-funded senior year undergraduate places offered by each university 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 progressively increased to 5 000 by 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. (LegCo use): 58)

Reply:

- (1) The approved number of senior year undergraduate intake places allocated to the University Grants Committee (UGC)-funded universities by programme from the 2013/14 to 2017/18 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 for the corresponding period are at **Annex B**.

- (2) The number of UGC-funded senior year undergraduate intake places allocated to the UGC-funded universities from the 2013/14 to 2017/18 academic years is at **Annex A**. The intakes of the UGC-funded senior year undergraduate programmes by the type of institution previously studied from which the highest qualification was achieved before entering the senior year programme for the corresponding period are at **Annex C**.
- (3) The Government announced that from the 2015/16 academic year and the following triennium, the intake of senior year undergraduate places in UGC-funded universities would progressively increase by a total of 1 000 places, so that 5 000 meritorious sub-degree graduates would 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, 2013/14 to 2017/18**

University	Programme	2013/14	2014/15	2015/16	2016/17	2017/18
		Penultimate Year (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)
CityU	Bachelor of Arts	185	269	277	338	338
	Bachelor of Arts/ Bachelor of Science	72	90	96	-	-
	Bachelor of Business Administration	286	347	367	367	367
	Bachelor of Engineering	64	167	151	147	147
	Bachelor of Science	87	115	171	205	205
	Bachelor of Social Sciences	233	321	333	338	338
	Sub-total	927	1 309	1 395	1 395	1 395
HKBU	Bachelor of Arts	92	126	130	152	170
	Bachelor of Business Administration	74	106	114	129	146
	Bachelor of Science	45	59	68	84	94
	Bachelor of Social Sciences	77	107	136	156	175
	Sub-total	288	398	448	521	585
LU	Bachelor of Arts	52	52	54	55	55
	Bachelor of Business Administration	44	44	46	46	46
	Bachelor of Social Sciences	28	28	30	29	29
	Sub-total	124	124	130	130	130
CUHK	Bachelor of Arts	65	73	77	88	84
	Bachelor of Business Administration	10	10	10	13	14
	Bachelor of Engineering	30	32	33	17	18
	Bachelor of Nursing#	60	60	60	60	60
	Bachelor of Science	105	151	161	146	154
	Bachelor of Social Sciences	45	59	63	80	74
	Sub-total	315	385	404	404	404
EdUHK	Bachelor of Arts	27	34	36	84	92
	Bachelor of Social Sciences	14	46	48	64	72
	Sub-total	41	80	84	148	164
PolyU	Bachelor of Arts	336	216	216	531	551
	Bachelor of Arts/ Bachelor of Science	-	365	378	-	-

University	Programme	2013/14	2014/15	2015/16	2016/17	2017/18
		Penultimate Year (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)
	Bachelor of Business Administration	62	-	-	209	249
	Bachelor of Business Administration/ Bachelor of Science	103	241	209	-	-
	Bachelor of Engineering	151	40	40	276	296
	Bachelor of Engineering/ Bachelor of Science	-	235	312	-	-
	Bachelor of Nursing#	40	40	40	40	40
	Bachelor of Science	245	182	190	429	469
	Broad Discipline of Computing^	-	-	-	29	29
	Sub-total	937	1 319	1 385	1 514	1 634
HKUST	Bachelor of Business Administration	15	15	18	30	30
	Bachelor of Engineering	65	65	85	85	85
	Bachelor of Science	20	20	17	35	35
	Sub-total	100	100	120	150	150
HKU	Bachelor of Arts	50	50	54	54	54
	Bachelor of Business Administration	-	30	30	20	20
	Bachelor of Engineering	30	30	32	32	32
	Bachelor of Nursing#	25	25	25	25	25
	Bachelor of Science	110	110	116	165	165
	Bachelor of Social Sciences	40	40	42	42	42
	Sub-total	255	285	299	338	338
Total		2 987	4 000	4 265	4 600	4 800

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 from the 2014/15 academic year 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.

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

**Full-time Locally-accredited Self-financing Top-up Degree Programmes
Offered by UGC-funded Universities, 2013/14 to 2017/18**

Academic Year	University	Programme/Discipline	Places at Intake Level	Average Annual Tuition Fee (\$)
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
		Bachelor of Social Sciences Education	50	73,500
	PolyU	Bachelor of Arts	1 037	66,500 – 75,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	180	77,500 – 85,000
		Bachelor of Science	340	73,750 – 110,000
		Bachelor of Social Sciences	160	66,650
	HKU	Bachelor of Arts	65	46,200
		Bachelor of Commerce	120	74,400 – 108,500
2014/15	CityU	Bachelor of Arts	500	93,600
		Bachelor of Business Administration	1 183	64,350 – 93,600
		Bachelor of Science	135	86,400
		Bachelor of Social Sciences	30	100,500
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business 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

Academic Year	University	Programme/Discipline	Places at Intake Level	Average Annual Tuition Fee (\$)
	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
	HKU	Bachelor of Arts	142	46,200 – 73,333
		Bachelor of Commerce	210	74,400 – 108,500
2015/16	CityU	Bachelor of Arts	1 770	66,950 – 97,380
		Bachelor of Science	160	90,000
	CUHK	Bachelor of Arts	75	95,000 – 119,400
		Bachelor of Business 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 Sciences	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

Academic Year	University	Programme/Discipline	Places at Intake Level	Average Annual Tuition Fee (\$)
		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
	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
2017/18	CityU	Bachelor of Arts	975	72,313 – 105,300
		Bachelor of Business Administration	50	84,600
		Bachelor of Communication	50	84,600
		Bachelor of Science	220	84,600 – 101,340
	CUHK	Bachelor of Arts	30	90,000
		Bachelor of Business Administration	170	127,800
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business Administration	80	108,000

Academic Year	University	Programme/Discipline	Places at Intake Level	Average Annual Tuition Fee (\$)
		Bachelor of Commerce	310	82,500 – 85,000
		Bachelor of Communication	30	108,000
		Bachelor of Science	30	158,000
		Bachelor of Social Sciences	475	78,000 – 82,500
	EdUHK	Bachelor of Arts	40	80,400 – 88,500
		Bachelor of Education	71	80,325 – 86,700
		Bachelor of Science	30	78,750 – 82,500
		Bachelor of Social Sciences	27	75,750
	HKU	Bachelor of Arts	217	54,900 – 110,700
		Bachelor of Science	139	62,800 – 110,700
	PolyU	Bachelor of Arts	1 145	69,900
		Bachelor of Business Administration	90	87,375
		Bachelor of Science	446	69,900 – 92,385
		Bachelor of Social Sciences	195	69,900

Notes :

1. The above table includes top-up degree programmes and senior-year places of degree programmes available for sub-degree graduates.

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

**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, 2013/14 to 2017/18**

(Headcount)

University	Academic Year	Own University and Respective Community College(s)	Other UGC-funded Universities and Their Community Colleges	Other Local Institutions	Others (including Overseas Colleges/ Universities/ Institutions)	Total
CityU	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%)
	2017/18*	548 (42.2%)	626 (48.2%)	123 (9.5%)	2 (0.2%)	1 299 (100.0%)
HKBU	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%)
	2017/18*	182 (33.5%)	266 (49.0%)	94 (17.3%)	1 (0.2%)	543 (100.0%)
LU	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%)
	2017/18*	34 (26.2%)	64 (49.2%)	32 (24.6%)	-	130 (100.0%)
CUHK	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%)
	2017/18*	39 (9.7%)	286 (70.8%)	79 (19.6%)	-	404 (100.0%)
EdUHK	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%)
	2017/18*	3 (2.0%)	138 (90.8%)	11 (7.2%)	-	152 (100.0%)
PolyU	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%)
	2017/18*	937 (58.8%)	423 (26.5%)	233 (14.6%)	1 (0.1%)	1 594 (100.0%)
HKUST	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%)
	2017/18*	-	143 (92.9%)	11 (7.1%)	-	154 (100.0%)

University	Academic Year	Own University and Respective Community College(s)	Other UGC-funded Universities and Their Community Colleges	Other Local Institutions	Others (including Overseas Colleges/ Universities/ Institutions)	Total
HKU	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%)
	2017/18*	152 (46.6%)	106 (32.5%)	68 (20.9%)	-	326 (100.0%)
All universities	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%)
	2017/18*	1 895 (41.2%)	2 052 (44.6%)	651 (14.1%)	4 (0.1%)	4 602 (100.0%)

Notes :

1. The figures refer to students enrolled to the approved UGC-funded senior year intake places and having sub-degree qualification as their highest qualification achieved.
2. Figures in brackets denote percentage share to respective total number of intakes.
3. Figures may not add up to the corresponding totals owing to rounding.
4. '-' denotes nil.
5. '*' provisional figures.

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

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2015/16 to 2018/19**

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	-	-	-

University	Programme	2015/16	2016/17	2017/18	2018/19
		Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)
	Bachelor of Engineering	40	276	296	297
	Bachelor of Engineering/ Bachelor of Science	312	-	-	-
	Bachelor of Nursing#	40	40	40	40
	Bachelor of Science	190	429	469	521
	Broad Discipline of Computing^	-	29	29	45
	Sub-total	1 385	1 514	1 634	1 750
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 from the 2014/15 academic year 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.

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

(Question Serial No. 3272)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) usually conducts academic planning with its funded institutions on a triennial basis.

1. Please provide details of the outcome of the competitive allocation mechanism in previous 3 exercises, including:
 - (a) the number of originally approved places in each UGC-funded university;
 - (b) the number of places reserved by each university for redistribution by programme, and the percentage of these places out of the total number of places offered by the university;
 - (c) the resulting number of places after redistribution, and a list of programmes cancelled or newly offered;
 - (d) the gains/losses in funding as a result of redistribution.
2. Will the UGC continue to implement the competitive allocation mechanism in the next triennium? If yes, please list:
 - (a) the number and percentage of places to be set aside by each university;
 - (b) the procedures and timetable for implementation;
 - (c) other details.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 59)

Reply:

The University Grants Committee (UGC) usually conducts the planning exercise 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 the 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) is unaffected.

Details of the competitive allocation for the 2016/17 to 2018/19 triennium were set out in our reply (EDB735) to a question (Serial No. 3621) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2017-18, whereas details of 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 involves setting aside a small number of FYFD places to a central pool, which will eventually be re-distributed to the eight UGC-funded universities based on assessment of the Planning Exercise Proposals (PEPs) against the agreed criteria. There will not be any impact on the total amount of funding to the UGC-funded sector after the redistribution of FYFD places. Each university is required to set aside 6% of their non-manpower-planned places for competitive allocation, except for Lingnan University (LU) and the Education University of Hong Kong (EdUHK). LU is only required to set aside 4% of its FYFD places because of its small size. EdUHK does not need to set aside any places for competitive allocation, since most of its programmes were subject to the Government's manpower planning requirement.

The Planning Exercise for the 2019/20 to 2021/22 triennium has just begun and the UGC-funded universities submitted their respective PEPs to the UGC in mid-March 2018. In considering the universities' PEPs for the 2019/20 to 2021/22 triennium, the UGC will conduct assessment according to seven broad criteria: (1) institutional mission and strategy; (2) meeting the needs of society over the next decade; (3) quality of undergraduate student experience of learning and teaching; (4) quality of research performance and of research postgraduate student experience; (5) impact of knowledge transfer and wider engagement activity; (6) enhancement of internationalisation activities; and (7) overall financial health and institutional sustainability. The Sub-Group on Planning Exercise under the UGC will rigorously assess the proposals according to the above criteria and will meet individual universities in May 2018 to exchange views on their PEPs. The UGC will submit funding proposals for the new triennium to the Government later this year.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 0346)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Research Grants Council (RGC) will launch a new competitive research funding scheme called the Research Impact Fund for the eight University Grants Committee (UGC)-funded universities in early 2018. Would the RGC explain how the scheme could achieve its objective of “encouraging more impactful research and foster more collaborative efforts with stakeholders beyond academia”, and inform this Committee of the expenditure involved and preparation progress.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 19)

Reply:

The University Grants Committee (UGC) will launch a competitive research funding scheme called the Research Impact Fund (RIF) on a pilot basis to encourage more impactful research and foster more collaborative efforts with stakeholders beyond academia. Applicants for the RIF are required to submit a Pathways to Impact statement to elaborate how a research project would bring about impact to the society. This aims at encouraging the applicants to actively consider the potential benefits and beneficiaries from the onset, and how they will achieve excellence with impact. To enhance collaboration with stakeholders beyond academia (such as industry, non-government organisations etc.), mandatory matching funds are required from the universities / partners concerned for approved projects on a 70% (RGC) / 30% (universities/partners) basis. An assessment panel comprising non-local academics, local RGC lay members and end users will be set up to process applications for research funding. This helps ensure that the research proposals would meet the needs of the beneficiaries, and achieve the expected research outcomes.

The UGC will allocate \$150 million from its Central Allocation Vote for application by the applicants on a competitive basis in the first round exercise. Prior to the issue of the first call for proposals, the RGC has consulted relevant stakeholders on the detailed operational framework for the RIF. The RIF was open for application between 31 January 2018 and

9 March 2018. The RGC has received over 160 research proposals. The assessment exercise will commence soon. It is expected that the results would be announced in early 2019.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0347)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Finance Committee of the Legislative Council approved a further injection of \$3 billion to the Research Endowment Fund. Investment income generated from the injection will be used to set up non-means-tested studentships to encourage more students to enroll in University Grants Committee-funded research postgraduate programmes. In this connection, will the Government advise this Committee of:

- (1) the studentships scheme's (a) eligibility criteria; (b) the determining factors of the amounts of studentships; and (c) the maximum amount of studentships under the scheme; and
- (2) the way to monitor and prevent the abuse of the non-means-tested studentships.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. (LegCo use): 20)

Reply:

- (1) The studentships scheme covers all local students enrolled in University Grants Committee (UGC)-funded research postgraduate (RPg) programmes (including students who are already studying in RPg programmes and new intakes). All eligible students, regardless of their disciplines of study, are entitled to the non-means-tested studentships and there is no cap on the number of studentship recipients. The amount of a studentship is pegged to the tuition fees for the normative study period of UGC-funded RPg programmes (i.e. \$42,100 per student per annum currently).
- (2) The studentships scheme aims at incentivising more local students to apply for admission to UGC-funded RPg programmes. If the tuition fee of a student has been waived under any circumstances, the student will no longer be eligible for the studentship. The studentships only cover the tuition fees for the normative study

period of relevant programmes, i.e. 2 years for Master of Philosophy and 3 years (for students with a research master's degree) or 4 years (for students without a research master's degree) for Doctor of Philosophy. The UGC is working out an appropriate mechanism in consultation with UGC-funded universities to ensure prudent use of public money when administering the studentships scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0884)

Head: (190) University Grants Committee

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

Programme: (1) University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Will the Government advise this Committee of:

the numbers of local and non-local students of the following full-time programmes funded by the University Grants Committee (UGC), the numbers of local and non-local students awarded scholarships (grants) and the subsidy amount involved 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. (LegCo use): 27)

Reply:

The number of local students and non-local students of full-time UGC-funded programmes by level of study for the 2015/16 to 2017/18 academic years are set out at **Annex A**.

The Hong Kong PhD Fellowship Scheme (the Scheme) is a scholarship under the UGC. 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 Scheme 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 place of origin under the Scheme in the past three academic years are set out at **Annex B**.

In addition, the HKSAR Government Scholarship Fund and the Scholarship for Prospective English Teachers are publicly-funded scholarship schemes. The amounts of scholarships and the number of local and non-local students benefiting from the schemes are at **Annex C** and **Annex D** respectively.

**Number of Local Students and Non-local Students of
Full-time UGC-funded Programmes by Level of Study in
2015/16 to 2017/18 Academic Years**

(Headcount)

Academic Year	Level of Study	Local Students	Non-local Students	Total
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	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
2017/18 (provisional)	Sub-degree	3 059	0	3 059
	Undergraduate	72 756	10 841	83 597
	Taught Postgraduate	1 081	83	1 164
	Research Postgraduate	1 478	6 125	7 602
Total		78 374	17 049	95 422

Notes:

1. UGC-funded Research postgraduate (RPg) figures indicate only students funded by UGC within their normal study periods.
2. 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.

**The Hong Kong PhD Fellowship Scheme
Number of Awardees and Amount of Scholarships Awarded
by Place of Origin**

Academic year	Local Students		Non-local Students	
	Number of Awardees	Amount of Scholarships Awarded	Number of Awardees	Amount of Scholarships Awarded
2015/16	14	\$3,500,000	202	\$50,500,000
2016/17	15	\$3,750,000	216	\$54,000,000
2017/18	14	\$3,500,000	217	\$54,250,000

HKSAR Government Scholarship Fund
Number of Awardees and Amount of Scholarships Awarded
by Place of Origin

Academic year	Number of recipients pursuing UGC-funded programmes and amount of scholarship awarded under the HKSAR Government Scholarship Fund			
	Local Students		Non-local Students	
	Number of Awardees	Amount of Scholarships Awarded	Number of Awardees	Amount of Scholarships Awarded
2015/16	2 999	\$62,505,000	996	\$18,042,000
2016/17	3 007	\$65,120 000	1 014	\$18,579,000
2017/18*	2 700	\$58,004,000	900	\$17,326,000

* Estimates for 2017/18. Information on the Talent Development Scholarship and Reaching Out Award under the HKSAR Government Scholarship Fund are not available yet.

**Scholarship for Prospective English Teachers
Number of Awardees and Amount of Scholarships Awarded
by Place of Origin**

Academic year	Number of recipients pursuing UGC-funded programmes and amount of scholarship awarded under the Scholarship for Prospective English Teachers			
	Local Students		Non-local Students	
	Number of Awardees	Amount of Scholarships Awarded	Number of Awardees	Amount of Scholarships Awarded
2015/16	182	\$9,100,000	2	\$160,000
2016/17	187	\$9,350,000	2	\$160,000
2017/18*	185	\$9,250,000	22	\$1,760,000

* Provisional figures as at March 2018.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 2386)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Will the Government provide this Committee with the following information:

- The respective numbers of local, Mainland and overseas students studying self-financing and University Grants Committee (UGC)-funded postgraduate programmes in the past 5 years;
- The respective 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. (LegCo use): 2.08)

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 2013/14 to 2017/18 academic years, with a breakdown by place of origin¹ is as follows.

Academic year	(Headcount)					
	Number of students pursuing postgraduate programmes ²					
	Self-financing ³			UGC-funded ⁴		
	Local	Mainland	Other places	Local	Mainland	Other places
2013/14	26 435	13 597	1 269	4 873	4 853	715
2014/15	25 936	14 321	1 305	4 817	4 978	798
2015/16	25 492	13 717	1 282	4 788	5 164	839
2016/17	25 348	13 507	1 262	4 668	5 184	927
2017/18 ⁵	N.A. ⁶			4 395	5 188	1 020

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 of students pursuing self-financing research postgraduate programmes include: i) those of wholly self-financed research postgraduate programmes; and ii) those partially supported by external funding (calculated on pro-rata basis).
4. Figures include students within normal study periods, and wholly and partially (calculated on pro-rata basis) funded by UGC.
5. Figures in respect of UGC-funded postgraduate programmes for the 2017/18 academic year are provisional.
6. 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)				
	2013/14	2014/15	2015/16	2016/17	2017/18
HKSAR Government Scholarship Fund	90.5	97.0	97.6	101.2	92.2 [*]
Scholarship for Prospective English Teachers (established in 2010/11) (figures refer to amount of disbursement to postgraduate students only)	0.65	0.25	0.6	0.5	0.75
Hong Kong PhD Fellowship Scheme	105.5	129.8	137.8	152.5	155.3

* Estimates for 2017/18.

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)
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	96	1.44	71	0.78	12	0.19
2017/18 [^]	10	0.4	1	0.08	0	0

[^] Estimates for 2017/18. 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)
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
2017/18	15	0.75	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
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 [*]
2017/18	14	110	107	231	621 [*]

^{*} Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0099)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the Hong Kong PhD Fellowship Scheme (HKPFS) and the Areas of Excellence (AoE) Scheme, please advise this Committee of:

1. the respective total numbers of applicants and institutions that applied for the HKPFS and the AoE Scheme in the 2017/18 academic year, the number of successful applicants and the total amount of fellowship awarded;
2. the selection criteria for the above two Schemes; and
3. the fields of research involved in the successful applications for the fellowship under the above two Schemes in the 2017/18 academic year; whether the Government has measures to assist them in job-matching in the market and, if yes, their success rates and the related expenditure involved.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. (LegCo use): 38)

Reply:

The Hong Kong PhD Fellowship Scheme (HKPFS)

The HKPFS aims at attracting the best and brightest students around the world to pursue their research-based PhD programmes in the University Grants Committee (UGC)-funded universities in Hong Kong. The HKPFS awardees are selected on a merit basis, taking into account the applicants' academic results, research capability/potential, communication as well as interpersonal skills and leadership abilities. The HKPFS provides each awardee with an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years. As each HKPFS applicant may apply for up to two UGC-funded PhD programmes offered by the same or different UGC-funded universities, we are unable to provide a breakdown of the numbers of HKPFS

applicants by university. In the 2017/18 academic year, applications from a total of 4 968 applicants were received. The number of awardees under the HKPFS by university is as follows:

University	Number of awardees under the HKPFS
City University of Hong Kong	35
Hong Kong Baptist University	11
Lingnan University	4
The Chinese University of Hong Kong	43
The Education University of Hong Kong	2
The Hong Kong Polytechnic University	35
The Hong Kong University of Science and Technology	62
The University of Hong Kong	39
Total	231

The Areas of Excellence (AoE) Scheme

The AoE Scheme was launched in 1998 to build upon Hong Kong's existing research strengths and develop them into areas of excellence. Applicants for this research funding 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, applications are invited biennially. So far, seven rounds of exercise have been implemented and a total of 21 projects (including nine completed projects) have been funded, with a total funding amount of about \$1.317 billion. Applications for the AoE 2018/19 exercise have been invited. The assessment criteria of the AoE Scheme include clear strategy and qualification as an area of excellence for the research proposal, good credentials and sound structure of the project team, etc.

The UGC-funded universities have been providing various types of career guidance services for students (including awardees under the HKPFS) with existing resources to enhance their employability. The Education Bureau and the UGC do not maintain data on such services.

Project teams receiving funding support under the AoE Scheme have to be academics working in the UGC-funded universities. Career guidance services are not applicable.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3099)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

- 1) What were the respective numbers of non-Chinese speaking (NCS) students enrolled on each of the two Applied Learning Chinese (for NCS students) courses and the numbers of secondary schools involved in the 2015 to 2017 school years? How many of them could pursue further studies in the University Grants Committee (UGC)-funded undergraduate programmes?
- 2) What were the numbers of local NCS students admitted to UGC-funded undergraduate programmes in the past 3 years and their respective percentage share of the total number of students?
- 3) What were the numbers of local NCS graduates of UGC-funded undergraduate programmes in the past 3 years and their respective percentage share of the total number of graduates?

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 62)

Reply:

- 1) According to the information provided by the Education Bureau, the Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) courses are for NCS students only. Regarding the two ApL(C) courses offered in the 2015/16 and 2016/17 school years, the respective numbers of schools offering and students enrolled on the ApL(C) - Chinese for the Service Industry course are 11 and 133 respectively while the corresponding numbers for the ApL(C) - Practical Chinese in Hospitality course are 7 and 56 respectively. The Education Bureau has not conducted any graduate surveys in respect of these courses; hence such figures are not available.
- 2) According to the statistics provided by the UGC-funded universities, the intake of local NCS students to UGC-funded full-time undergraduate programmes in the 2015/16 to

2017/18 academic years and their percentage shares of the total number of intakes are set out below:

(Headcount)

	2015/16	2016/17	2017/18 (Provisional)
(a) Local NCS intakes of full-time UGC-funded undergraduate programmes	220	253	352
(b) Total number of intakes of full-time UGC-funded undergraduate programmes	22 008	22 889	23 010
Percentage share of local NCS intakes [(a) / (b)]	1.0%	1.1%	1.5%

3) The UGC only maintains statistics on NCS intakes, not NCS graduates.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3316)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. What were the respective numbers of students undertaking master's degree, undergraduate and sub-degree programmes in social work in various tertiary institutions in the past 5 years?
2. How many of these students have joined 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. (LegCo use): 50)

Reply:

The number of graduates of University Grants Committee (UGC)-funded sub-degree and undergraduate programmes related to social work by university for 2012/13 to 2016/17 academic years is given at **Annex A**. No UGC-funded postgraduate programmes leading to professional recognition in relation 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 2011 to 2015 and those who have ever joined the social work profession by year of graduation and type of graduates is at **Annex B**.

The UGC 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 information so obtained relating to the manpower demand will be provided to the UGC-funded universities to facilitate their consideration of 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
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 Hong Kong University	-	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 Hong Kong University	-	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 Hong Kong University	-	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 Hong Kong University	-	45
Total		-	312
2016/17	City University of Hong Kong	-	78
	Hong Kong Baptist University	-	64
	The Chinese University of Hong Kong	-	55
	The Hong Kong Polytechnic University	-	84
	The Hong Kong University	-	45
Total		-	326

Note:

‘-’ denotes nil

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				
	2011	2012	2013	2014	2015
(a) Degree / Master Graduates	785	811	851	816	783
- Graduates who had ever obtained Degree ⁽³⁾ / Diploma ⁽⁴⁾ Posts	697	680	708	639	563
- Proportion of graduates who had ever obtained Degree ⁽³⁾ / Diploma ⁽⁴⁾ Posts	88.8%	83.8%	83.2%	78.3%	71.9%
(b) Diploma / Associate Degree Graduates	440	517	533	597	498
- Graduates who had ever obtained Diploma ⁽⁴⁾ Posts	308	361	345	332	180
- Proportion of graduates who had ever obtained Diploma ⁽⁴⁾ Posts	70.0%	69.8%	64.7%	55.6%	36.1%

Note:

(1) As at 31 March 2016.

(2) They refer to those local social work training programmes recognised by the Social Workers Registration Board.

(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

(Question Serial No. 0642)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

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 2015/16, 2016/17 and 2017/18;
- (b) the number of non-Chinese speaking local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2015/16, 2016/17 and 2017/18;
- (c) the number of local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2015/16, 2016/17 and 2017/18;
- (d) 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 2015/16, 2016/17 and 2017/18;
- (e) 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 2015/16, 2016/17 and 2017/18;
- (f) the total number of students admitted to UGC-funded post-secondary programmes through JUPAS in 2015/16, 2016/17 and 2017/18;
- (g) the total number of students admitted to full-time locally-accredited self-financing

post-secondary programmes in 2015/16, 2016/17 and 2017/18;

- (h) the number of ethnic minority students and non-Chinese speaking students, respectively, admitted to full-time locally-accredited self-financing post-secondary programmes in 2015/16, 2016/17 and 2017/18;
- (i) the number of ethnic minority local students and their respective grades (e.g. S3, S4, S5 or S6) when they sat for DSE (Chinese), Applied Learning (Chinese), GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in 2015/16, 2016/17 and 2017/18;
- (j) the number of non-Chinese speaking local students and their respective grades (e.g. S3, S4, S5 or S6) when they sat for DSE (Chinese), Applied Learning (Chinese), GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in 2015/16, 2016/17 and 2017/18;
- (k) the number of local students sitting for DSE (Chinese) for the first time in 2015/16, 2016/17 and 2017/18; and
- (l) if any of the data from (i) to (k) above is not available, will additional resources be granted to assist the EDB to collect the above data and to monitor the effect of multiple exits in Chinese language qualification for more post-secondary education opportunities for ethnic minority students. If no additional resources will be granted, what are the reasons?

Asked by: Hon TO Kun-sun, James (Member Question No. (LegCo use): 23)

Reply:

- (a) to (f) In the 2015/16, 2016/17 and 2017/18 academic years, 14 254, 14 288 and 13 724 (provisional figure in the 2017/18 academic year) students were admitted to University Grants Committee (UGC)-funded post-secondary programmes through the Joint University Programmes Admissions System (JUPAS), including 103, 151 and 177 non-Chinese speaking (NCS) students, i.e. local students whose ethnicity is not Chinese and/or whose spoken language at home is not Chinese.

There were 1 046 and 1 072 NCS students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum and sitting the Hong Kong Diploma of Secondary Education Examination (HKDSE) in 2016 and 2017 respectively. Among them, 116 and 106 sat the HKDSE (Chinese Language), with 32 and 28 attained Level 3 or above. 295 and 328 NCS students met the general entrance requirements of UGC-funded undergraduate programmes in respect of the Chinese Language subject with internationally recognised alternative Chinese Language qualifications, including General Certificate of Secondary Education Examination (GCSE), International General Certificate of Secondary Education (IGCSE), General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level. Relevant figures

for 2018 are not yet available. Information about the number of ethnic minority students is not available.

Information about the number of NCS students admitted to UGC-funded post-secondary programmes with Chinese Language qualifications obtained in HKDSE or other examinations is not available.

- (g) to (h) In the 2015/16, 2016/17 and 2017/18 academic years, 37 264, 36 125 and 33 806 (provisional figure as at October 2017 in the 2017/18 academic year) students were admitted to non-UGC-funded full-time post-secondary programmes, including 437, 597 and 705 (provisional figure as at October 2017 in the 2017/18 academic year) NCS students.
- (i) to (k) According to the information provided by the Hong Kong Examinations and Assessment Authority (HKEAA), the respective numbers of students taking Chinese Language in the HKDSE Examination for the first time in 2016 and 2017 are as follows:

Year	School candidate	Private candidate
2016	54 882	552
2017	50 033	616

There were 116 and 106 NCS students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum and sitting the HKDSE (Chinese Language) in 2016 and 2017 respectively, including 115 and 106 first attempters. Relevant figures for 2018 are not yet available. Information about the number of ethnic minority students is not available.

In 2017, Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) was first offered in the HKDSE Examination. ApL(C) 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). The numbers of candidates taking ApL(C) are as follows:

Year	Candidate
2017	153
2018	142

Eligible Secondary 4 to Secondary 6 school candidates sitting the GCSE (Chinese) have been subsidised by the Education Bureau since 2010 to the effect that the examination fee payable by these subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or HKDSE. Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the IGCSE, and the GCE AS-Level and A-Level. The number of NCS students subsidised to sit the aforementioned examinations from the 2015/16 to 2017/18

school years are tabulated at Annex. Information about the number of ethnic minority students is not available.

- (1) Student admission is a matter of institutional autonomy and the UGC does not monitor universities in terms of the qualifications of their intakes. Hence, information about the Chinese Language qualifications of NCS students is not available.

**Number of Non-Chinese Speaking Students Subsidised to Sit
Internationally Recognised Alternative Chinese Language Qualifications Examinations
from the 2015/16 to 2017/18 School Years**

Alternative Chinese Language examinations	Number of NCS students subsidised (Number of NCS students subsidised to sit the examinations for the first time)											
	2015/16 school year				2016/17 school year				2017/18 school year			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE Chinese	495 (494)	503 (443)	2 (1)	1 000 (938)	664 (660)	526 (479)	15 (1)	1 205 (1 140)	947 (934)	396 (330)	30 (5)	1 373 (1 269)
IGCSE Chinese	69 (69)	20 (20)	2 (2)	91 (91)	60 (60)	32 (27)	4 (3)	96 (90)	74 (74)	47 (31)	4 (3)	125 (108)
GCE AS-Level Chinese	102 (102)	146 (141)	41 (41)	289 (284)	54 (53)	164 (161)	27 (27)	245 (241)	50 (49)	226 (224)	24 (22)	300 (295)
GCE A-Level Chinese	16 (16)	114 (111)	26 (23)	156 (150)	21 (21)	176 (168)	4 (3)	201 (192)	34 (34)	108 (92)	10 (4)	152 (130)
Total	682	783	71	1 536	799	898	50	1 747	1 105	777	68	1 950

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0643)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students in receiving post secondary education, please provide in table format:

- (a) the number of students taking the DSE examinations for the first time in 2015/16, 2016/17 and 2017/18, 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 language examination for the first time in 2015/16, 2016/17 and 2017/18, 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 2015/16, 2016/17 and 2017/18, the number of them taking the DSE Chinese language examination 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 for the first time in 2015/16, 2016/17 and 2017/18, the number of them taking the DSE Chinese language examination, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer.

Asked by: Hon TO Kun-sun, James (Member Question No. (LegCo use): 24)

Reply:

- (a) According to the information provided by the Hong Kong Examinations and Assessment Authority (HKEAA), there were 62 250, 57 762 and 53 167 students taking the Hong Kong Diploma of Secondary Education Examination (DSE) for the first time in 2015, 2016 and 2017 respectively, of which 24 245, 23 490 and 20 936 met the general entrance requirements of the University Grants Committee (UGC)-funded undergraduate programmes. According to the information provided by the Joint University Programmes Admissions System (JUPAS) Office, there were 21 329, 21 467 and 21 599 JUPAS applicants taking the DSE for the first time in 2015, 2016 and 2017 who received a JUPAS offer.
- (b) According to the information provided by the HKEAA, there were 60 620, 55 780 and 51 078 students taking DSE Chinese Language examination for the first time in 2015, 2016 and 2017 respectively, of which 24 245, 23 490 and 20 936 met the general entrance requirements of UGC-funded undergraduate programmes. According to the information provided by the JUPAS Office, there were 21 198, 21 263 and 21 355 JUPAS applicants taking the DSE Chinese Language examination for the first time in 2015, 2016 and 2017 who received a JUPAS offer.
- (c) & (d) We do not have information of the number of ethnic minority and non-Chinese speaking students taking DSE Chinese Language examination for the first time.

- End -

CONTROLLING OFFICER'S REPLY

EDB264

(Question Serial No. 3621)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding this programme, it is stated under the Matters Requiring Special Attention in 2018-19 that the Government will continue to provide more Mainland exchange opportunities for primary and secondary school students. In connection with the provision of Mainland exchange opportunities for primary and secondary school students, please advise this Committee of the estimated amount of operational expenditure and the estimated number of participants for 2018-19, as well as the number of participants and the amount of operational expenditure in 2017-18.

Asked by: Hon CHAN Chi-chuen (Member Question No. (LegCo use): 60)

Reply:

In 2017-18, about 59 900 primary and secondary school students participated in the Mainland exchange programmes and the expenditure was around \$70.9 million. In 2018-19, the estimated number of places to be offered for primary and secondary school students are 108 900 and the estimated expenditure is \$114.8 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB265

(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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Under matters requiring special attention in 2018-19 in this Programme, the Administration has stated that it will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to further facilitate multi-faceted development of sister school activities. Would the Administration advise this Committee of the estimated annual operational expenditure in implementing the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland for 2018-19, and the estimated numbers of participating schools and students?

Asked by: Hon CHAN Chi-chuen (Member Question No. (LegCo use): 82)

Reply:

The Government will regularise the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide recurrent financial assistance (\$150,000 for the 2018/19 school year) and professional support (such as organising different thematic exchange activities, holding sharing sessions, offering advice and assistance on the exchange activities for schools, and collecting and disseminating good practices) for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland. The Education Bureau (EDB) anticipates a progressive increase in the number of participating schools. It is anticipated that about 700 schools will participate in the 2018/19 school year. The financial assistance involved is about \$105 million and the expenditure for professional support is about \$3 million. In the 2015/16 and 2016/17 school years, students' participation in sister school exchange activities under the Pilot Scheme exceeded 46 000. The number of students participating in sister school exchange activities is expected to increase after the regularisation of the Pilot Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB266

(Question Serial No. 5135)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Sex minorities in general realise that they are different from others during the stage of primary or secondary education. Has the Education Bureau laid down guidelines on how to handle or help students with different sexual orientations or gender identity disorder who approach teachers or frontline staff for assistance to address their identity problems? Has the Bureau provided teachers and frontline staff with training on ways to deal with sex minority students?

For students studying under school sponsoring bodies with religious background, how does the Bureau remind schools to help sex minority students in need with professionalism? Will the Bureau offer extra support so that appropriate external support and assistance is available to schools?

Asked by: Hon CHAN Chi-chuen (Member Question No. (LegCo use): 269)

Reply:

The Education Bureau (EDB) has all along attached great importance to the creation of a harmonious school culture under which all are equal, and does not tolerate any act of discrimination and bullying behavior at school in any forms (including verbal, physical and cyber bullying), or on any grounds (including physical build, ability, religion, race and sexual orientation). Through circulars, guidelines on school administration, training programmes for school principals, seminars for teaching staff and daily communication with schools, the EDB has raised the teaching staffs' understanding of equal opportunities and has reminded all schools (including schools with different religious background) that apart from complying with every anti-discrimination law, they should also observe the principle of equal opportunities and avoid any form of discrimination when formulating and reviewing their school policies (for example, relating to student admission, curriculum design, teaching arrangement, student support and reward and punishment system).

Primary and secondary schools have professional teams comprised of guidance personnel, school social workers and school-based educational psychologists who can take care of students in need within their respective professional realms. These professionals are

regulated by their own professional bodies. Schools have established mechanism and procedures to provide students with adjustment difficulties (including sexual minority students) with support and guidance service, which include accommodations in teaching strategies, environment and activities if necessary, and providing group/individual counselling. If the problems of individual students warrant professional assessment or consultation services, the schools may refer them to professionals, such as clinical psychologists and psychiatrists for in-depth assessment and follow-up. The EDB will also provide schools with advisory services or on-site support, if necessary.

In respect of curriculum, values education is an integral component of it. Topics relating to sexual orientations and prevention of discrimination can be found in the Key Learning Areas/subjects in the school curricula. Through such subjects as Life and Society at the junior secondary level and Liberal Studies at the senior secondary level, schools can discuss with students on the aforesaid topics. Schools can also enhance students' understanding in that respect through weekly assemblies, class teacher periods and extra-curricular activities. Moreover, among the seven priority values and attitudes embedded in the school curricula, "Respect for Others" and "Care for Others" lay emphasis on the need for students to develop an attitude of respecting and tolerating others. They will thus be nurtured to be tolerant and respect others' sexual values and orientations while reflecting on their own sexual values, understanding different sexual orientations and exploring contentious sexual topics.

- End -

CONTROLLING OFFICER'S REPLY

EDB267

(Question Serial No. 5536)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) What are the details of the idle sites which have currently been planned for educational purposes, including their locations, areas, the numbers of years for which they have been left idle, their planned uses and latest situations?

(b) What are the details of the existing vacant school premises, including their addresses, the numbers of classrooms and facilities available therein, their areas, original uses, the number of years for which they have been left vacant, their planned uses and latest situations?

(c) Has the Government drawn up specific work plans and timetables in respect of the planned uses of all sites for educational purposes and vacant school premises? If it has, what are the details? If not, will the Government draw up such plans and timetables shortly? If it will draw up such plans, what are the details? If not, what are the reasons for that?

(d) Had the Government and other bureaux asked the Education Bureau (EDB) to rezone idle sites planned for educational purposes to other uses in the past 3 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 2018/19? If it has, what are the details? If not, what are the reasons for that?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 61)

Reply:

(a) to (c)

In respect of school sites, as at March 2018, there are a total of 23 reserved school sites (including primary, secondary and special school use) in the territory having completed the relevant technical feasibility study 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 23 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 4 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 3 reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced; project on 1 reserved school site was approved in the LegCo Session in 2016-17 with the school building works commenced in 2017; while funding approval for project on another reserved school site has just been obtained from the FC in the current LegCo Session. For the remaining 14 sites, 4 fall within a private development project 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	2 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	(ii)
4	Kowloon City	Ho Man Tin	7 800	Primary School	24	(iii)
5	Kowloon City	Kowloon Tong	7 700	2 Special Schools	12 and 24 respectively	(ii)
6	Kowloon City	Kai Tak Development	6 100	Primary School	30	(ii)
7	Kwun Tong	Anderson Road	7 500	Secondary School	30	(ii)
8	Kwun Tong	Anderson Road	6 500	Primary School	30	(i)
9	Kwun Tong	Anderson Road	7 200	Primary School	30	(ii)
10	Eastern	North Point	12 300	Primary School	24	(i)
11	Eastern	North Point	(Total)	Primary School	24	(i)
12	North	Fanling	5 900	Primary School	30	(ii)
13	North	Fanling	5 900	Primary School	30	(ii)
14	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(i)
15	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
16	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	(ii)
17	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iii)
18	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iii)
19	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(ii)
20	Tuen Mun	Tuen Mun West	7 100	Special School	16	(i)
21	Islands	Tung Chung	5 800	Special School	18	(i)
22	Sha Tin	Shui Chuen O	8 700	Primary School	30	(ii)
23	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iii)

Remarks:

- (i) Funding approval has been obtained from the FC of LegCo for the school building project.
- (ii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iii) 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.

In respect of vacant school premises (VSP), it has all along been the EDB's policy objective to put VSP into gainful use. When there is a vacant or to-be-vacant school premises, the 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 reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department) for the PlanD's consideration of suitable alternative long-term uses (such as government, institution or community, residential and other uses) in accordance with the central clearing house mechanism. According to the mechanism, while the EDB is allowed to retain VSP for school use, for premises which are proposed to be used for educational uses other than school use, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2018, there are 9 VSP under the 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 the EDB). Information on these premises is set out in Table (2) below.

Table (2) – 9 VSP under the EDB’s purview (position as at end-February 2018)

No.	District	Name of former school	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m²)
1	Wanchai	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2006/07	2 000
2	Southern	St. Peter’s Secondary School	220 Aberdeen Main Road, Aberdeen, Hong Kong	2012/13	6 000
3	Kwun Tong	St. Joseph’s Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	2011/12	2 900
4	Kowloon City	Pui Shing Catholic Secondary School	1D Oxford Road, Kowloon	1992/93	2 200
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.K.H. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Lane, Tai Po, New Territories	1999/00	2 400
9	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: “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.

The EDB would take into account a basket of factors and periodically assess the possible educational use of VSP under the 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 in view of the uncertainty involved. In addition, the EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment; decanting use by schools undergoing in-situ redevelopment or extension works; allocating school premises for operation of international schools, etc. It is therefore inappropriate and impracticable to impose any fixed target on the length of the vacancy period of a VSP or the number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, the 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 the 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, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

(d) and (e) Under the established mechanism, the 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, the EDB will be consulted on whether school sites should be reserved. As far as long-term planning in primary and secondary education is concerned, the 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 (CBS)^{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 the PlanD accordingly when such need arises. When planning the School Building Programme for reserved school sites, the 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. In the past 3 years, the EDB has not released any reserved school site to the PlanD for alternative use.

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 universities in accordance with the established policies and calculation criteria. To ensure optimal use of limited land resources, the Government and the UGC encourage UGC-funded universities 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 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. 2016-based Population Projections) was released in September 2017, which had adopted the latest assumptions on fertility of local women, time and rate of return of babies born to Mainland women in Hong Kong whose fathers are non-permanent residents of Hong Kong (i.e. Type II babies), 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: 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 VSP 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB268

(Question Serial No. 5537)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

- (1) What was the respective number 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 was the respective number of EM students with junior secondary education level and their respective percentage among school-age EM students from the 2014/15 to 2016/17 school years?
- (3) What was the respective number of EM students with senior secondary education level and their respective percentage among school-age EM students from the 2014/15 to 2016/17 school years?
- (4) What was the respective number of EM students who completed programmes offered by the University Grants Committee-funded institutions and their respective percentage 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 and obtain employment?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 62)

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 2016 Population By-census, which is the latest by-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 is 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 253 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) 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 schools’ 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate 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.

Besides, EDB has all along been supporting secondary schools to implement Life Planning Education and to provide career guidance services. To prepare NCS students for further studies and work, EDB has commissioned a non-governmental organisation, on a pilot basis, to organise work experience programmes for them over a three-year period as from the 2015/16 school year. The pilot project aims to enable NCS students to understand their career orientation, provide them with knowledge about different jobs, and prepare them for the workplace through relevant work experience. Practical guidelines were also developed in the project for parents, teachers and mentors to prepare NCS students for a smooth transition from school to work from different aspects. EDB will consolidate the experience of the pilot project so as to facilitate schools in enhancing the support to NCS students.

**Number of ethnic minority children
in the age groups of 3 to 5, 6 to 11 and 12 to 17 in 2016**

Age group	Number of ethnic minority children							Total
	Indonesian	Filipino	Indian	Pakistani	Nepalese	Thai	Other Asian	
3 – 5	88	712	1 252	748	618	83	778	4 279
6 – 11	47	1 155	2 131	2 249	1 410	234	1 417	8 643
12 – 17	88	1 065	2 089	2 324	1 299	89	849	7 803
3 – 17	223	2 932	5 472	5 321	3 327	406	3 044	20 725

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 2016 Population By-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

EDB269

(Question Serial No. 5538)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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

- (1) Please provide the respective number of primary and secondary schools operating in school premises considered sub-standard by prevailing standards in each of the past 3 years.
- (2) Please provide the respective number of schools which had applied for the School Improvement Programme, reprovisioning and redevelopment, and had carried out minor improvement works projects in each of the past 3 years. What were the staffing and expenditure involved in each case?
- (3) How many “matchbox-style school premises” have been reprovisioned in the past year? How many “matchbox-style school premises” remain?
- (4) By the Government’s estimation, how long will it take to reprovision all existing “matchbox-style school premises”?
- (5) Please provide, by district council district, the number of schools whose applications for various works programmes are still pending approval and the relevant reasons.
- (6) In 2018/19, what measures will the Government adopt to help improve the campus environment of public sector schools? What is the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 63)

Reply:

(1), (3) & (4)

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 March 2018, about 200 of them were built according to prevailing standards.

Among the schools built in different periods, some are cuboidal shaped premises 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” as compared with the newly built school premises and prevailing standards. At present, 28 public sector primary schools are operating in such premises and 4 of them have been allocated new school premises or vacant school premises (VSP) through the School Allocation Exercises (SAE) launched earlier for reprovisioning.

Based on the consensus reached with the sector earlier on, the Education Bureau (EDB) has allocated additional resources to carry out school improvement works for primary schools operating in “matchbox-style school premises” with a focus on addressing the common problems arising from the unique design features of these premises, as well as to explore potential scope for campus expansion and technically feasible means for better utilising the existing space. Apart from the aforementioned 4 primary schools which will be reprovisioned, we have progressively taken forward the relevant school improvement works for the remaining 24 operating in “matchbox-style school premises” starting from the 2017 summer break.

To fully address the issues of insufficient space and facilities in the long run, these schools need to be reprovisioned. However, suitable new school sites and VSP are limited and distributed in different districts. Available sites or VSP for such purposes are not found in every district. We will continue to review the VSP and reserved school sites under the EDB, and expedite the relevant allocation process through the existing school allocation mechanism. Schools (including those operating in “matchbox-style school premises”) may take into account their school-based considerations and consider if they would like to apply for these sites/premises for reprovisioning.

(2), (5) & (6)

Over the years, the EDB has put in place various measures to enhance the facilities of school premises according to the needs of existing schools, so as to improve their teaching and learning environment. These measures mainly include the completed School Improvement Programme (SIP), and the existing reprovisioning programme, redevelopment programme as well as the annual major repairs (MR) exercise and emergency repairs (ER) mechanism.

The SIP, one of the recommendations of the Education Commission in its Report No. 5, was implemented from 1994 to 2006 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. Phases One to Three of the SIP focused on upgrading the schools’ teaching, learning and administration facilities. 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 the 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 the SIP.

For reprovisioning of existing schools to new school premises built on reserved school sites or VSP which are suitable for this purpose, allocation is generally done through open and competitive bidding under 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 3 financial years, 3 sites were allocated for reprovisioning purpose or physical extension of existing schools and 6 applications were received. The EDB has launched the Fifth School Allocation Exercise 2017 in November 2017 for the allocation of 2 planned new primary school premises and 1 VSP for reprovisioning of existing primary schools. The relevant SAE is underway.

For in-situ redevelopment projects, interested schools would indicate their intention for redevelopment to the EDB which would assess whether or not 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 concerned, 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 the 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 7 in-situ redevelopment projects with funding secured for 3 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, the EDB applies for block allocations under the Capital Works Reserve Fund to implement such works so as to improve the facilities of schools in need. In the past 3 financial years, a total of 58 new minor improvement works projects were approved, involving a total estimated expenditure of about \$709 million.

Aided schools may also apply for funding to carry out school premises maintenance and repair works under the annual MR exercises and ER mechanism. Through the existing MR and ER mechanism, consultants and contractors appointed by the 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) to enhance school facilities. If necessary, aided schools may also submit applications for non-recurrent grant to carry out emergency repair works under the ER mechanism throughout the year. In this regard, we have earmarked about \$1.513 billion in 2018-19 for carrying out the works concerned, representing a significant increase of nearly 28% when compared with the estimates for 2017-18.

In addition, the Government will provide air-conditioning systems for standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls in all public sector schools. Apart from the provision of a recurrent grant for schools to cover the related daily expenses (including electricity charges and routine maintenance costs) starting from the 2018/19 school year, we will arrange for the installation of air-conditioning systems for the facilities concerned as necessary by phases, taking into account the actual situation of individual schools. The Government has also earmarked a

capital funding of \$2 billion to expedite the installation of lifts for public sector schools in need of them. We plan to arrange designated consultants to liaise with the aided schools concerned from the first quarter of 2019 onwards, with a view to conducting the preliminary technical feasibility assessments and evaluation for these schools as soon as practicable within 1 year. The installation timetable will be formulated based on the results of technical feasibility studies and the actual circumstances of individual schools. As the arrangements of such works are subject to the context and needs of individual schools, we are unable to provide the estimated expenditure involved at the moment.

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

- End -

CONTROLLING OFFICER'S REPLY

EDB270

(Question Serial No. 5540)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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, Free Quality Kindergarten Education Scheme, refund of rent, rates and government rent, 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. (LegCo use): 65)

Reply:

With regard to kindergarten education, information on the Pre-primary Education Voucher Scheme (PEVS)/the new kindergarten education scheme (KG Scheme), Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), reimbursement of rent, rates and government rent, and training of principals and teachers are as follows:

- (i) Under 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) The KG Scheme has been launched to replace PEVS with effect from the 2017/18 school year. The policy objectives are to provide good quality and highly affordable KG education, and enhance the accessibility of students to different modes of services that suit their specific needs.
- (iii) Under PEVS and the KG Scheme, fee remission is provided for KG children from needy families under KCFRS.
- (iv) Before the implementation of the KG Scheme in the 2017/18 school year, rental subsidy was provided under the Non-profit-making Kindergarten Rent Reimbursement Scheme for eligible non-profit-making (NPM) KGs to meet their rent expenses. New application for rent reimbursement is no longer accepted after the implementation of

the KG Scheme starting from the 2017/18 school year. KGs joining the KG Scheme (Scheme-KG) can apply for rental subsidy. Moreover, NPM KGs (whether they have joined PEVS/the KG Scheme or not) may also claim full refund of rates and government rent for their school premises.

- (v) Various professional training courses are provided for KG principals and teachers for professional upgrading and development.

The respective expenditure on the above items incurred from 2015-16 to 2017-18 are as follows:

	2015-16	2016-17	2017-18
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
(i) PEVS (Note 1)	2,957.2	3,194.0	1,127.3
(ii) KG Scheme (Note 2)	N.A.	210.8	3902.6
(iii) KCFRS	529.0	592.5	377.7
(iv) Refund of rent, rates and government rent (Note 3)	256.3	276.0	126.2
(v) Principal and teacher training (Note 4)	1.5	1.7	2.9

Note 1: Figures reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April to August 2017), and the expenditures under the transitional arrangements of 7 KGs joining PEVS in the 2016/17 school year but not joining the KG Scheme in the 2017/18 school year. Eligible students studying in these KGs who remain in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the KGs concerned.

Note 2: Figures reflect the estimated expenditure for the first 8 months after the implementation of the KG Scheme in the 2017/18 school year (i.e. from August 2017 to March 2018), and the one-off start-up grant provided in the 2016-17 and 2017-18 for Scheme-KGs.

Note 3: Figures reflect the expenditure on the rent reimbursed to NPM KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the full-year rates and government rent reimbursed to NPM KGs before the implementation of the KG Scheme in the 2017/18 school year (i.e. from April to August 2017). Starting from the 2017/18 school year, expenditure on rental subsidy and reimbursement of rates and government rent for Scheme-KGs is subsumed under the overall expenditure of the KG Scheme.

Note 4: 2017/18 is the first school year after the implementation of the KG Scheme and KGs need time to adapt to the new Scheme. Therefore, relevant training programmes are introduced in the latter part of the school year. Part of the expenditure cannot be fully reflected in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB271

(Question Serial No. 5541)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 2018/19?
- 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. (LegCo use): 66)

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including schools under the English Schools Foundation and other international schools), students enrolled and vacancies by the districts in which the international schools are located from the 2013/14 to 2017/18 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, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projections provided by relevant schools where applicable, compared to the 2017/18 school year, it is projected that around 3 850 additional places will be available between 2018/19 and 2020/21 school years. It is however worth

noting that future provision of additional places by individual schools, especially the new ones, will be affected by a number of factors, such as applications received each year, teacher recruitment, and maintenance 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 2017/18 school year, there will be an increase in demand for around 1 950 international school places between 2018/19 and 2020/21 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 six school years starting from 2017/18. We will continue to closely monitor the provision of international schools places, in particular for meeting the demand of non-local 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.

Numbers of international school places, students enrolled and vacancies from 2013/14 to 2017/18 school years

	2013/14			2014/15			2015/16			2016/17			2017/18		
	No. of school places	No. of students enrolled	No. of vacancies	No. of school places	No. of students enrolled	No. of vacancies	No. of school places	No. of students enrolled	No. of vacancies	No. of school places	No. of students enrolled	No. of vacancies	No. of school places	No. of students enrolled	No. of vacancies
Hong Kong															
Central & Western	3 577	3 138	439	3 542	3 110	432	3 130	2 723	407	3 626	3 119	507	3 613	2 988	625
Wan Chai	3 133	2 991	142	3 226	2 877	349	3 527	3 153	374	3 219	2 882	337	3 235	2 844	391
Eastern	7 205	6 040	1 165	6 602	5 716	886	6 659	5 721	938	6 577	5 476	1 101	6 728	5 659	1 069
Southern	10 204	9 442	762	10 532	9 679	853	10 601	9 779	822	10 929	10 082	847	11 291	10 366	925
<i>Sub-total</i>	24 119	21 611	2 508	23 902	21 382	2 520	23 917	21 376	2 541	24 351	21 559	2 792	24 867	21 857	3 010
Kowloon															
Yau Tsim Mong	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sham Shui Po	105	83	22	105	95	10	280	171	109	280	181	99	1 600	1 443	157
Kowloon City	7 475	6 683	792	7 713	6 971	742	7 480	6 921	559	7 582	7 024	558	7 148	6 610	538
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	276	268	8	1 268	1 127	141	1 487	1 356	131	1 764	1 570	194	1 856	1 722	134
<i>Sub-total</i>	7 856	7 034	822	9 086	8 193	893	9 247	8 448	799	9 626	8 775	851	10 604	9 775	829
New Territories															
Sai Kung	1 292	1 201	91	1 314	1 241	73	1 314	1 254	60	1 314	1 279	35	1 336	1 297	39
Sha Tin	2 119	2 103	16	2 120	2 082	38	2 132	2 078	54	2 148	2 099	49	2 164	2 100	64
Tai Po	1 526	1 134	392	1 526	1 065	461	1 352	1 031	321	1 571	1 139	432	1 715	1 243	472
North	300	262	38	340	274	66	360	274	86	330	272	58	338	288	50
Yuen Long	123	56	67	150	41	109	150	31	119	100	21	79	125	16	109
Tuen Mun	830	821	9	953	946	7	1 032	1 031	1	1 096	1 093	3	1 174	1 170	4
Tsuen Wan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwai Tsing	417	391	26	434	435	-1	437	445	- 8	452	442	10	-	-	-
Island	1 102	967	135	1 132	976	156	1 165	1 001	164	1 220	1 078	142	1 270	1 122	148
<i>Sub-total</i>	7 709	6 935	774	7 969	7 060	909	7 942	7 145	797	8 231	7 423	808	8 122	7 236	886
Total (rounded to the nearest 100)	39 700	35 600	4 100	40 900	36 600	4 300	41 100	37 000	4 100	42 200	37 800	4 400	43 600	38 900	4 700

Notes:

- (1) Figures include the English Schools Foundation (ESF) schools and other international schools but exclude the special school operated by the ESF.
- (2) Figures refer to the position as at September of the respective years.
- (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 the schools concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB272

(Question Serial No. 5542)

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 Ingrid YEUNG)

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 2018/19 school year?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 67)

Reply:

National education, as an important element of values education, enables teachers and students to understand our country's history, culture and development. It has been incorporated into a number of Key Learning Areas/subjects, the "moral and civic education" curriculum, relevant learning activities in and outside schools at various primary and secondary levels, as well as professional development programmes for school heads and teachers, production of learning and teaching resources, relevant Mainland exchange programmes, etc. Apart from offering opportunities for students to participate in Mainland exchange programmes and arranging professional exchange programmes for teachers, professional support measures also include collaborating with schools in curriculum planning and implementation of values education as well as rendering professional advice. As staffing resources and expenditures for most of these items are subsumed under the recurrent expenditure of the Education Bureau (EDB), no further breakdown is available. However, expenditures on subsidising Mainland exchange programmes provided for primary and secondary school teachers and students can be separately identified. The expenditures for Mainland exchange programmes in the past 3 school years (from 2015/16 to 2017/18) and for the 2018/19 school year are as follows:

School year	Expenditure (\$ million) [@]	
	Programmes for primary and secondary students	Programmes for teachers
2015/16	61.9	1.5
2016/17 [#]	64.2	2.9
2017/18 [*]	87.2	5.7
2018/19 ⁺⁺	115	5.1

[@] 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

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB273

(Question Serial No. 5543)

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 Ingrid YEUNG)

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. (LegCo use): 68)

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 2015/16 to 2017/18 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 2015/16 to 2017/18 Academic Years**

Institution	2015/16 Academic Year				2016/17 Academic Year				2017/18 Academic Year			
	Estimated Intakes				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	Sub-degree	First-year-first-degree ^[1]	Top-up Degree	Total
Caritas Bianchi College of Careers	270	-	-	270	185	-	-	185	260	-	-	260
Caritas Institute of Community Education	296	-	-	296	132	-	-	132	120	-	-	120
Caritas Institute of Higher Education	300	360	345	1 005	195	330	325	850	180	360	190	730
Centennial College	-	440	320	760	-	440	320	760	-	145	105	250
Chu Hai College of Higher Education	-	1 030	-	1 030	-	1 040	-	1 040	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University / University of Wollongong Hong Kong	2 500	-	1 930	4 430	2 900	380	1 615	4 895	2 900	390	850	4 140
Gratia Christian College	-	180	-	180	-	180	-	180	-	100	80	180
Hang Seng Management College	-	1 282	215	1 497	-	1 300	260	1 560	-	1 210	295	1 505
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 900	-	-	1 900	1 960	-	-	1 960	1 700	-	-	1 700
Hong Kong Art School	80	65	-	145	50	65	-	115	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	1 365	3 478	1 865	120	1 090	3 075
Hong Kong College of Technology and HKCT Institute of Higher Education	375	25	25	425	275	15	25	315	220	15	25	260
Hong Kong Institute of Technology	300	100	191	591	200	150	191	541	200	50	100	350
Hong Kong Nang Yan College of Higher Education	90	120	80	290	60	180	100	340	40	80	50	170
Hong Kong Shue Yan University	-	1 283	-	1 283	-	1 245	-	1 245	-	950	-	950
The Community College at Lingnan University and Lingnan Institute of Further Education	680	-	-	680	650	-	-	650	528	-	-	528
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	300	-	300	-	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	1 052	-	200	1 252
The Education University of Hong Kong	126	379	139	644	-	334	140	474	-	293	229	522
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	3 640	-	2 065	5 705	3 675	-	2 158	5 833	4 200	-	1 755	5 955
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	1 440	1 810	1 380	4 630	1 080	1 710	1 050	3 840	1 080	1 710	1 359	4 149
The University of Hong Kong - HKU SPACE and HKU SPACE	3 500	120	731	4 351	2 800	85	507	3 392	2 500	85	337	2 922

Institution	2015/16 Academic Year				2016/17 Academic Year				2017/18 Academic Year			
	Estimated Intakes				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	Sub-degree	First-year-first-degree ^[1]	Top-up Degree	Total
Community College												
Tung Wah College	150	710	305	1 165	310	660	320	1 290	460	605	230	1 295
Vocational Training Council	3 030	930	2 705	6 665	2 610	1 010	2 978	6 598	1 700	740	2 460	4 900
Yew Chung Community College	120	-	-	120	120	-	-	120	120	-	-	120
YMCA College of Careers	90	-	-	90	80	-	-	80	70	-	-	70

Notes: [1] Figures include those for the Study Subsidy Scheme for Designated Professions/Sectors.

“-” Indicates that no relevant programmes were offered by the institution.

The figures are based on institutions’ estimates for planning purpose and do not necessarily represent the approved maximum 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 2017/18 Academic Years**

Institution	2015/16 Academic Year				2016/17 Academic Year				2017/18 Academic Year			
	Actual Intakes				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	Sub-degree	First-year-first-degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	162	-	-	162	128	-	-	128	192	-	-	192
Caritas Institute of Community Education	88	-	-	88	90	-	-	90	73	-	-	73
Caritas Institute of Higher Education	174	283	121	578	158	277	105	540	122	289	97	508
Centennial College	-	75	62	137	-	25	10	35	-	33	29	62
Chu Hai College of Higher Education	-	169	-	169	-	165	-	165	-	133	74	207
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University / University of Wollongong Hong Kong	3 299	-	1 110	4 409	3 337	227	676	4 240	2 887	250	548	3 685
Gratia Christian College	-	51	-	51	-	17	-	17	7	21	-	28
Hang Seng Management College	-	1 071	136	1 207	-	1 166	233	1 399	-	1 085	331	1 416
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 177	-	-	1 177	1 111	-	-	1 111	715	-	-	715
Hong Kong Art School	42	36	-	78	36	37	-	73	31	40	-	71
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 888	126	950	2 964	1 871	137	898	2 906	1 615	172	846	2 633
Hong Kong College of Technology and HKCT Institute of Higher Education	207	@	@	207	206	@	@	206	205	@	@	205
Hong Kong Institute of Technology	215	13	138	366	179	58	66	303	147	53	51	251
Hong Kong Nang Yan College of Higher Education	12	25	13	50	-	13	5	18	-	6	8	14
Hong Kong Shue Yan University	-	1 337	-	1 337	-	880	-	880	-	948	277	1 225
The Community College at Lingnan University and Lingnan Institute of Further Education	499	-	-	499	468	-	-	468	481	-	-	481
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	115	-	115	-	157	-	157	-	137	-	137
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 074	-	220	1 294	884	-	134	1 018	788	-	92	880
The Education University of Hong Kong	115	288	131	534	-	279	124	403	-	197	185	382
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	3 713	-	1 806	5 519	4 206	-	1 683	5 889	5 795	-	1 425	7 220
The Hong Kong University of Science and Technology	-	48	-	48	-	56	-	56	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 018	1 880	1 394	4 292	835	1 639	1 326	3 800	846	1 517	1 379	3 742
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	2 719	60	486	3 265	2 685	49	241	2 975	2 291	38	183	2 512
Tung Wah College	107	363	118	588	232	348	127	707	233	373	117	723
Vocational Training Council	3 002	761	2 043	5 806	2 453	623	2 002	5 078	1 836	633	2 338	4 807
Yew Chung Community College	107	-	-	107	104	-	-	104	74	-	-	74
YMCA College of Careers	37	-	-	37	28	-	-	28	21	-	-	21

Notes:

- [1] Provisional figures as at late October 2017. 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 institution.
- @ No figures are provided by the institution.

- End -

CONTROLLING OFFICER'S REPLY

EDB274

(Question Serial No. 5544)

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 Ingrid YEUNG)

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 are the details of the Education Bureau's support measures for NCS students in the 2017/18 school year and the expenditure and manpower involved?
- (c) What are the Education Bureau's work plans with regard to the support measures for NCS students in the 2018/19 school year and the estimated expenditure and manpower involved?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 69)

Reply:

- (a) According to the information collected from the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students from the 2015/16 to 2017/18 school years is provided at Annex A.
- (b) & (c) The support measures for NCS students in the 2017/18 and 2018/19 school years and the estimated expenditure are tabulated at Annex B.

**Number of non-Chinese speaking (NCS) students
from the 2015/16 to 2017/18 school years**

Level	2015/16 school year	2016/17 school year	2017/18 school year
Pre-primary (K1 to K3)	11 982	12 240	12 409
Primary (Primary 1 to 6)	8 958	9 266	9 622
Secondary (Secondary 1 to 6)	8 782	8 971	9 383

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 NCS based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres, and include local and non-local kindergartens.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include students in special schools.
5. Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to programmes in tertiary institutions, including certificate/diploma, higher diploma, sub-degree and undergraduate degree programmes. Statistics with breakdown by local and non-local NCS student are not available.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2017/18 and 2018/19 school years**

Support measures	Estimated expenditure in the 2017/18 school year \$ million	Estimated expenditure in the 2018/19 school year \$ million
Enhanced funding and enhanced school-based professional support services have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support NCS students in learning the Chinese language as well as the creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students to learn the Chinese language.	258.5 Note 1	273.4 Note 1
Development of the "Learning Framework" and supporting resources 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 and during holidays for those NCS students who have a late start in learning the Chinese language; to develop relevant teaching resources, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS	4.4	5.2

students' learning of the Chinese language		
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow parents of NCS students to accompany their children with a view to enhancing their exposure to, and use of, the Chinese language and support for their children.</p>	2.3	2.7
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	7.4	8.2
<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 other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.</p>	2.95	3.25
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS students to learn Chinese through fun activities such as games and creative art under the Language Fund	3.50	2.51

Support for kindergartens admitting NCS students -		
(a) University-School Support Programmes financed by the Education Development Fund: A project to support NCS students in kindergartens in the transition to primary schools from the 2017/18 to 2018/19 school years	Note 2	Note 2
(b) School-based professional support services	Note 1	Note 1
(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:		
(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students	56.0	57.0
(ii) specific training courses for kindergarten teachers on support of NCS students	1.4	1.8
		Note 3

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 Programmes (USP) projects funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. Regarding the USP projects, the estimated expenditure for the 2017/18 and 2018/19 school years are \$2.88 million and \$5.46 million respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

3. We will set up a supply teacher grant starting from the 2018/19 school year to provide supply teachers for kindergartens with teachers participating in specific courses on supporting NCS students. The relevant expenditure has included the estimated expenditure of the supply teacher grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB275

(Question Serial No. 5546)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) How many schools have already installed wireless network? What is the expenditure involved?

(b) How many schools have not yet installed wireless network? Will the Education Bureau earmark resources for assisting these schools in installing wireless network? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 71)

Reply:

(a) and (b)

We have no information on the number of schools which have enhanced their WiFi infrastructure using their own funds. As at February 2018, 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014, and 841 schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015 have completed the enhancement of WiFi infrastructure. These 941 schools in total account for 95% of all eligible schools. The aforesaid 2 projects involve a non-recurrent expenditure of \$122 million.

In addition, we have been providing all public sector schools with an annual recurrent Composite Information Technology Grant (CITG) at amounts ranging from \$197,929 to \$680,748, depending on the school type and the number of classes. 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 the Education Bureau on how they have used the grant.

The remaining 5% schools which have not completed the enhancement of their WiFi infrastructure are mostly schools under the third batch of the WiFi-900 project. These schools have already received related funding under the WiFi-900 project and are expected

to complete the works within the 2017/18 school year. There are only individual schools joining the WiFi-900 project in the 2018/19 school year due to special circumstances such as relocation of school premises. We have already earmarked related funding for 2018-19 to support the enhancement of WiFi infrastructure in these schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB276****(Question Serial No. 5547)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)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. (LegCo use): 72)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
2015-16	1.5	270	Beijing, Chengde, Nanning, Shanghai	School visits, cultural visits, seminars, lesson observations, professional exchange, etc.
2016-17 [#]	2.6	530	Beijing, Guangzhou, Hangzhou, Nanjing, Shaoguan, Shenzhen, Wuhan, Zhengzhou, Zhongshan	
2017-18 [*]	3.2	660	Beijing, Changsha, Chengdu, Dongguan, Guangzhou, Hangzhou, Jinan, Nanning, Qingdao, Quanzhou, Shenzhen, Tai'an, Tianjin, Wuhan, Zhuhai	

@ 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

EDB277

(Question Serial No. 5548)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 73)

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 2017/18 school year and the type of rent payable for the premises are set out at the **Annex**.

**Name of international schools leasing Government premises,
address and site area of the leased premises,
number of enrolled students at the premises in the 2017/18 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	174	Nominal
Carmel School	460 Shau Kei Wan Road, Hong Kong	3 380 m ²	169	Nominal
	10-12 Borrett Road, Hong Kong	2 737 m ²	111	
French International School	1 Cheung Man Road, Chai Wan, Hong Kong	6 432 m ²	332	Nominal
	68 Gillies Avenue, Hung Hom, Kowloon	1 895 m ²	356	
German Swiss International School	162 Pok Fu Lam Road, Pok Fu Lam, Hong Kong	2 146 m ²	210	Nominal
International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	8 180 m ²	288	Nominal
Island School	Area 5A, Pok Hong Estate, Shatin, New Territories	2 597 m ²	639	Nominal
	Estate Secondary School No.2, Sun Chui Estate, Shatin, New Territories	3 597 m ²	467	
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	129	
Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	4 555 m ²	888	Nominal
Norwegian International School	170 Kam Shan Road, Tai Po, New Territories	4 550 m ²	132	Nominal
Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552 m ²	384	Nominal
The Harbour School	Ap Lei Chau Estate Phase I, Ap Lei Chau, Hong Kong	1 200 m ²	186	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	544	Nominal
Umah International Primary School	Fung Chi Tsuen, Wang Chau, Yuen Long, New Territories	1 730 m ²	16	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**EDB278****(Question Serial No. 5549)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.)

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 74)Reply:

The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making (NPM) kindergartens (KGs) in 2014-15, 2015-16 and 2016-17 by District Council district is tabulated below:

Financial Year District	2014-15		2015-16		2016-17	
	Rent	Rates and Government Rent	Rent	Rates and Government Rent	Rent	Rates and Government Rent
	(\$)		(\$)		(\$)	
Central & Western	3,382,020	1,475,764	3,646,932	1,530,813	3,971,666	1,739,991
Wan Chai	3,103,485	1,638,736	3,148,818	2,039,328	3,386,968	1,910,683
Eastern	10,410,205	3,936,231	9,530,738	3,987,259	9,963,605	4,578,620
Southern	4,026,093	2,526,420	4,257,155	2,697,768	4,728,471	2,984,691
Sham Shui Po	10,695,636	1,806,570	11,683,442	2,359,082	12,357,898	2,529,534
Yau Tsim Mong	2,078,213	842,580	2,204,502	978,720	1,748,125	993,420
Kowloon City	5,158,691	2,897,561	7,107,450	4,487,345	7,223,986	3,745,340
Wong Tai Sin	13,775,914	3,163,960	14,415,409	3,228,067	15,262,356	3,443,093
Kwun Tong	17,836,382	4,249,253	18,046,916	4,155,129	18,591,674	4,940,082
Tsuen Wan	6,876,528	1,540,710	7,378,822	1,660,318	7,653,160	1,956,533

Tuen Mun	20,191,234	2,632,949	20,857,749	2,603,901	22,884,448	2,896,183
Yuen Long	17,594,643	2,737,266	19,397,775	3,415,706	20,475,309	3,950,221
North	11,187,520	1,884,080	16,932,393	1,830,229	18,262,464	1,839,909
Tai Po	13,770,787	1,815,798	14,320,670	1,864,133	16,289,945	2,037,668
Sha Tin	22,098,622	3,287,655	22,076,045	3,526,425	25,104,316	3,815,725
Sai Kung	15,101,556	2,286,645	15,755,241	2,624,625	17,181,742	2,737,479
Islands	4,076,387	794,053	4,243,769	1,037,263	4,580,825	977,817
Kwai Tsing	14,853,443	2,230,468	15,133,457	2,200,658	16,645,334	2,642,127

- End -

CONTROLLING OFFICER'S REPLY

EDB279

(Question Serial No. 5562)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 87)

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 and by district in the past 3 school years (2015/16, 2016/17 and 2017/18) is tabulated at Appendix.

**Number of Students in Kindergartens by District and by Grade Level
from the 2015/16 to 2017/18 School Years**

Districts	2015/16				2016/17				2017/18			
	Nursery	Lower Class	Upper Class	All Grades	Nursery	Lower Class	Upper Class	All Grades	Nursery	Lower Class	Upper Class	All Grades
Central & Western	2 247	2 102	1 708	6 057	2 149	2 257	1 773	6 179	2 146	2 174	1 972	6 292
Wan Chai	2 341	2 269	2 081	6 691	2 387	2 479	2 259	7 125	2 469	2 310	2 353	7 132
Eastern	4 470	4 173	3 714	12 357	3 871	4 224	3 765	11 860	3 926	3 808	3 897	11 631
Southern	1 696	1 644	1 480	4 820	1 432	1 721	1 495	4 648	1 510	1 630	1 613	4 753
Yau Tsim Mong	2 285	2 242	1 942	6 469	2 085	2 303	2 111	6 499	2 228	2 184	2 253	6 665
Sham Shui Po	3 260	3 242	2 940	9 442	3 138	3 346	3 249	9 733	3 153	3 217	3 370	9 740
Kowloon City	8 369	8 130	7 104	23 603	7 389	8 245	7 420	23 054	7 688	7 538	7 568	22 794
Wong Tai Sin	2 652	2 559	2 433	7 644	2 322	2 691	2 595	7 608	2 370	2 313	2 691	7 374
Kwun Tong	4 294	4 223	3 852	12 369	3 722	4 338	4 304	12 364	3 993	3 880	4 471	12 344
Sai Kung	3 376	3 094	2 707	9 177	3 016	3 302	2 837	9 155	3 143	2 977	3 076	9 196
Sha Tin	5 331	4 926	4 203	14 460	4 668	5 411	4 634	14 713	4 917	4 906	5 228	15 051
Tai Po	2 425	2 295	2 145	6 865	2 136	2 436	2 210	6 782	2 232	2 181	2 325	6 738
North	4 239	4 590	4 141	12 970	3 085	4 440	4 658	12 183	2 981	3 181	4 498	10 660
Yuen Long	6 070	5 952	5 730	17 752	5 118	6 077	6 020	17 215	5 421	5 196	6 125	16 742
Tuen Mun	4 611	4 642	4 137	13 390	3 919	4 663	4 635	13 217	4 008	3 936	4 525	12 469
Tsuen Wan	2 547	2 350	2 036	6 933	2 357	2 525	2 340	7 222	2 437	2 314	2 522	7 273
Kwai Tsing	3 864	3 630	3 279	10 773	3 299	3 813	3 451	10 563	3 473	3 359	3 643	10 475
Islands	1 246	1 252	1 128	3 626	1 262	1 498	1 152	3 912	1 255	1 377	1 186	3 818
All Districts	65 323	63 315	56 760	185 398	57 355	65 769	60 908	184 032	59 350	58 481	63 316	181 147

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

EDB280

(Question Serial No. 5563)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Has the Government commenced or conducted research or consultation on “provision of a salary scale for kindergarten teachers”? If yes, what are the related timetable and details? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 88)

Reply:

A proposed mandatory salary scale for kindergarten (KG) teachers is similar to the practice currently adopted by aided schools. The funding mode for aided schools is tied with several inter-connected components, such as the Education Bureau's annual approval for the number of operating classes and the staff establishment, and is subject to the control measures implemented by the Government for the prudent and balanced planning of school places under the 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. On the other hand, as compared to a mandatory salary scale on which teacher salary is determined solely by seniority, a salary range allows greater flexibility and ensures competitiveness. It enables the KG management to decide flexibly the remuneration of its staff, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed. As the setting up of a salary scale for KG teachers involves various aspects as mentioned above, it should be handled prudently. In this connection, we have undertaken to explore its feasibility. Based on the data of the three school years from 2017/18 to 2019/20, we will assess the implications of a salary scale for KG teachers on the stability of the teaching force, sustainable development of quality services, as well as flexibility and diversity of the KG sector. We will consult the KG sector and stakeholders and chart the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB281

(Question Serial No. 5564)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(7) Post-secondary, Vocational and Professional Education,
(8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 2018/19.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 89)

Reply:

(a) & (b)

For primary and secondary levels, a one-off grant of \$100,000 and \$200,000 was provided to each public sector primary school in the 2015/16 school year and each secondary school in the 2016/17 school year respectively to support the implementation of school-based activities/projects on STEM education. The total expenditures involved were about \$55.5 million and \$102.6 million respectively. In the 2017/18 school year, the Education Bureau (EDB) updated the curricula of the Science, Technology and Mathematics Education Key Learning Areas and published the "Computational Thinking - Coding Education: Supplement to the Primary Curriculum". We have also started organising related professional development programmes and developing learning and teaching resources for teachers. Starting from the 2017/18 school year, we have been organising the Intensive Training Programme on STEM Education for curriculum leaders of all public sector primary and secondary schools by batches with a view to further enhancing their professional capacity in holistic curriculum planning and leading the teaching force. In addition, we have set up a STEM Education Centre in the Arts and Technology Education Centre at Lok Fu to organise STEM-related learning activities and training programmes for students and teachers, and provide other support services. In the 2017/18 school year, we have established STEM education related learning communities among schools through the Professional Development Schools Scheme and the Quality Education Fund Thematic Networks to facilitate the sharing of good practices and promote professional exchange.

These initiatives will continue to be implemented in the 2018/19 school year. Regarding student activities, we have been collaborating with tertiary institutions and professional bodies to arrange more large-scale quality activities for students. Overall speaking, the recommended measures set out in the Report on “Promotion of STEM education – Unleashing Potential in Innovation” released in 2016 are being implemented progressively. Other than the aforesaid one-off grant, the expenditure involved in promoting STEM education is subsumed under the overall expenditure of the EDB, and a breakdown of the expenditure in this regard is not available.

As regards the University Grants Committee (UGC)-funded universities, 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.

By launching the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), we encourage the self-financing post-secondary education sector to offer designated programmes in disciplines including computer science and financial technology to nurture talent in support of specific industries with keen demand for human resources. Starting from the 2015/16 academic year, the SSSDP subsidises about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines on a pilot basis. As announced in the 2017 Policy Address, the SSSDP will be regularised from the 2018/19 academic year with an increase in the 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. In the 2018/19 academic year, there are a total of 37 programmes offered under the SSSDP, including 5 computer science programmes and 4 financial technology programmes which provide 306 and 265 subsidised first-year intake places respectively. The funding provision for the 2018/19 academic year is estimated at around \$40 million.

The Vocational Training Council (VTC) is also committed to supporting and promoting STEM education. VTC has officially set up the VTC STEM Education Centres in May 2017 to enhance the teaching and learning of STEM-related subjects through the development of various technological applications and the support of state-of-the-art teaching facilities. The Centres also make use of Virtual Reality (VR) and Augmented Reality (AR) technologies to provide simulated workplace training for students. These technologies are also applied to the teaching and learning of various programmes, including building services engineering, aircraft maintenance, automotive engineering and horticulture, to enhance teaching effectiveness and train up effective VPET personnel who excel in practical know-how. Furthermore, the Centres collaborate with the industry to create trade experience opportunities for students to experience the working environment of specific professions with the use of VR. The experience of working on high-rise pylon offered in cooperation with CLP is one of the examples. The Centres also organise various kinds of STEM workshops and large-scale competitions to arouse the interest of primary and secondary students in science subjects, increase the popularity of STEM education, and motivate the younger generation to acquire knowledge in STEM-related disciplines. Up to the 2017-18 financial year, the Government has allocated a total of about \$21.5 million to support VTC in the establishment of VTC STEM Education Centres and provision of teaching facilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB282

(Question Serial No. 5565)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Education Bureau (EDB) has provided 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.

- (1) What was the effectiveness of the above scheme?
- (2) Would the Government adjust the estimated expenditure for 2018/19?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 90)

Reply:

(1) & (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, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, the EDB has extended the coverage of LSG which also covers students with mental illness (MI) so that schools will have additional resources to enhance their support to cater for those students' learning, social, emotional and behavioural needs. LSG is calculated on the basis of the number of students with SEN and the tier of support the students required. Based on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy LSG and other school resources flexibly and holistically to render appropriate support services for students with SEN according to individual conditions and needs. Schools can employ additional staff (e.g. teaching assistants) to assist teachers in designing learning activities and materials as well as supporting students in classroom learning activities, hire professional support or guidance services (e.g. provide behavioural or emotional guidance at school), implement school-based teacher training, etc. The EDB has

revised its estimated expenditure on LSG for the 2017/18 school year to around \$590 million while the estimated expenditure for the 2018/19 school year is around \$650 million.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies, measures and deployment of resources (including the support for students with SEN) through self-evaluation every year. The EDB also requires schools to submit an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to Integrated Education to the EDB 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 and upload such information onto their school websites. When using Government subventions (including LSG), all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. EDB's professional staff will review the support provided by schools to students with SEN and offer professional opinions whenever necessary in school visits in order to ensure that the support services can cater for the needs of students with SEN (including students with MI) and schools adopt this direction in the aspects of planning, execution and review.

- End -

CONTROLLING OFFICER'S REPLY

EDB283

(Question Serial No. 5566)

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 Ingrid YEUNG)

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. (LegCo use): 91)

Reply:

The curriculum support strategies as asked for the 2018-19 financial year are as follows: (i) about 880 professional development programmes will be organised for school leaders, middle managers and teachers; (ii) e-Textbook review for schools' adoption will be continued (there are currently 49 sets of e-textbooks on the Education Bureau (EDB) Recommended e-Textbook List); and (iii) about 240 items of learning and teaching resources for different subjects will be developed and the content enrichment of the EDB One-stop Portal for Learning and Teaching Resources will be continued (there are currently about 7 800 items of learning and teaching resources).

Since the above work is mainly undertaken by the professional staff of the EDB's Curriculum Development Institute (CDI) and the expenditure (including staffing cost) is subsumed under the overall expenditure of CDI, a separate breakdown of the expenses incurred is not available. Some of the professional development programmes require hiring of services and the estimated expenditure incurred is about \$14 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB284

(Question Serial No. 5567)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will introduce a three-year paid non-local study leave scheme on a pilot basis in 2017/18 for serving secondary school teachers to broaden their perspectives and enrich their experience.

- (1) What is the application status of the scheme in 2017/18?
- (2) Please tabulate the successful applications, including the location of study and the type of programmes.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 92)

Reply:

(1) The “i-Journey” Paid Non-local Study Leave Scheme (the Scheme) for Secondary School Teachers is a three-year pilot scheme rolled out by the Education Bureau (EDB). The first phase of the Scheme has been launched in the 2017/18 school year, with 3 programmes offering a total of 50 places. EDB has received nearly 150 applications. Selection results have been announced.

(2) Participating teachers will be given 7 to 9 weeks’ paid study leave, which includes 4 to 6 weeks of overseas learning activities, including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiative/research proposals. The first phase of the Scheme will take place from April to June, 2018. Information on the themes and locations of the programmes is as follows:

Programme	Location	Participants
(1) Interdisciplinary Learning & Entrepreneurship Education	Helsinki & Jyväskylä, Finland	15
(2) Catering for Students with Special Educational Needs (SEN)	Melbourne, Australia	20
(3) STEM Education	Exeter, The United Kingdom	15

- End -

CONTROLLING OFFICER'S REPLY

EDB285

(Question Serial No. 5568)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will regularise the scheme on the formation of sister schools between schools in Hong Kong and their counterparts in the Mainland from the 2018/19 school year. At present, how many schools in Hong Kong have formed sister schools with their counterparts in the Mainland? Please list the names of the schools (including those in Hong Kong and in the Mainland).

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 93)

Reply:

At present, there are over 640 primary, secondary and special schools in Hong Kong that have formed sister schools with their counterparts in the Mainland through the coordination of the Education Bureau or on their own initiative via their own networks. As a prevailing practice, we do not disclose the names of participating schools in the pilot scheme and the relevant information to avoid possible labelling and unnecessary pressure on individual schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB286

(Question Serial No. 5569)

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 Ingrid YEUNG)

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 2017/18 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. (LegCo use): 94)

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 the said scheme named Hong Kong Scholarship for “Belt and Road” Students (Indonesia), up to 10 scholarships are offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. In the 2017/18 academic year, a total of 19 Indonesian students have been awarded the scholarships and are pursuing undergraduate studies in Hong Kong (including 9 students whose scholarships have been renewed). The amount of scholarship granted in the 2017-18 financial year was \$2.28 million.

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 regard 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

EDB287

(Question Serial No. 5570)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many activities under the title “Belt and Road Initiative” did the Administration subsidise in the 2017/18 school year? Would the Administration please tabulate the following information:

(1) organiser; (2) name of activity; (3) nature of activity; (4) number of participants; (5) type of participants (students/teachers); and (6) amount subsidised.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 95)

Reply:

The Education Bureau (EDB) has been encouraging schools or non-governmental organisations to conduct learning activities related to the Belt and Road (B&R) Initiative, such as study visits in and outside Hong Kong, project learning, seminars, language learning and competitions, to help primary and secondary school students learn about the national B&R Initiative and the development of countries or regions along the B&R. Schools or non-governmental organisations may, if necessary, apply for different grants from the EDB to organise exchange and learning activities in the B&R regions for teachers and students. In the 2017/18 school year, we have not yet received any application for funding to organise activities under the title of B&R Initiative.

As for the University Grants Committee (UGC)-funded sector, the UGC-funded universities may on their own determine the allocation of the block grant provided by the Government. We learn that various activities related to the B&R Initiative, including exchange tours and seminars, were organised by the UGC-funded universities in the 2017/18 academic year. The EDB does not have information in this regard. Besides, in the 2017/18 academic year, the EDB has allocated about \$2 million to support the UGC-funded universities in conducting a series of Theme-based Public Lectures on the B&R Initiative, and the universities concerned will submit reports to the UGC upon completion of such activities.

- End -

CONTROLLING OFFICER'S REPLY**EDB288****(Question Serial No. 5571)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(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 in the past 3 years.

(b) The estimated total expenditure and estimated total recurrent expenditure on education, as well as their estimated percentage shares in the Government's total public expenditure and total recurrent expenditure in 2018/19.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 96)Reply:

The total expenditure and total recurrent expenditure on education, as well as their respective percentage shares of the Government's total public expenditure and total recurrent expenditure from 2015-16 to 2018-19 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	%
2015-16	78,968	16.9	72,352	22.3
2016-17	82,436	16.7	75,533	21.9
2017-18 Revised Estimate	88,507	17.3	80,141	22.0
2018-19 Estimate	113,672	19.0	84,649	20.8

- End -

CONTROLLING OFFICER'S REPLY

EDB289

(Question Serial No. 5572)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the collection of tuition fees and intake of students by self-financing post-secondary institutions, please advise of the following:

(a) the respective total amount of application fees and enrolment deposits collected by self-financing post-secondary institutions, as well as the total amount of non-refundable enrolment deposits paid by students who subsequently declined offers in the past 3 academic years, with a breakdown by academic year and institution;

(b) the respective number of places and actual student intake of self-financing post-secondary institutions in the past 2 academic years, with a breakdown by institution and programme type (e.g. sub-degree, top-up degree and degree programmes);

(c) whether reviews have been scheduled for the 2018/19 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 Government 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 Government 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. (LegCo use): 97)

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 respective institutions from the 2013/14 to 2015/16 academic years is set out at Annex A. Currently, post-secondary institutions not covered under the Joint University Programmes Admissions System (JUPAS) generally adopt common application procedures and admission arrangements. The Education Bureau (EDB) did not collect relevant information on application fees and enrolment deposits for the 2016/17 and 2017/18 academic years.

(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 2016/17 to 2017/18 academic years are set out at Annexes B and C.

(c) and (d)

Through the development of the publicly-funded and self-financing sectors, about 48% of our young people in the relevant age cohort now have access to degree-level education, and over 70% of them now have access to post-secondary education locally, taking into account sub-degree students. Looking ahead, we envisage the number of secondary school graduates to drop from about 52 000 in 2017 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 admission requirements.

In view of declining student population in the coming years, 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. The institutions have also been reminded to remain prudent in launching new programmes and to take into consideration the availability of similar programmes in the market 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 to about 3 000 per cohort. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. The regularisation of SSSDP will also help encourage self-financing institutions to focus on developing programmes which could meet the manpower needs and economic development of Hong Kong.

Besides, the Government set up the Task Force on Review of Self-financing Post-secondary Education (Task Force) in October 2017. The major duties of the Task Force are to consider the overall role and function of the self-financing post-secondary education sector

in serving the long term education and manpower needs of Hong Kong, and to review major issues of concern pertinent to the ecology of the self-financing sector. The Task Force is expected to complete the review by the end of 2018 and submit recommendations to the Government.

**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 Fee (\$)	Enrolment Deposits ^[1] (\$)		Application Fee (\$)	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	-	-
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	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)
The Open University of Hong Kong – Li Ka Shing	127,500	2,967,000	(231,000)	168,800	3,891,000	(260,500)	186,400	4,941,000	(270,000)

Institution	2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year		
	Application Fee (\$)	Enrolment Deposits ^[1] (\$)		Application Fee (\$)	Enrolment Deposits ^[1] (\$)		Application Fee (\$)	Enrolment Deposits ^[1] (\$)	
Institute of Professional and Continuing Education									
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	^	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, the Vocational Training Council (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 2016/17 to 2017/18 Academic Years**

Institution	2016/17 Academic Year				2017/18 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	185	-	-	185	260	-	-	260
Caritas Institute of Community Education	132	-	-	132	120	-	-	120
Caritas Institute of Higher Education	195	330	325	850	180	360	190	730
Centennial College	-	440	320	760	-	145	105	250
Chu Hai College of Higher Education	-	1 040	-	1 040	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University / University of Wollongong Hong Kong	2 900	380	1 615	4 895	2 900	390	850	4 140
Gratia Christian College	-	180	-	180	-	100	80	180
Hang Seng Management College	-	1 300	260	1 560	-	1 210	295	1 505
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 960	-	-	1 960	1 700	-	-	1 700
Hong Kong Art School	50	65	-	115	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 993	120	1365	3 478	1 865	120	1 090	3 075
Hong Kong College of Technology and HKCT Institute of Higher Education	275	15	25	315	220	15	25	260
Hong Kong Institute of Technology	200	150	191	541	200	50	100	350
Hong Kong Nang Yan College of Higher Education	60	180	100	340	40	80	50	170
Hong Kong Shue Yan University	-	1 245	-	1 245	-	950	-	950
The Community College at Lingnan University and Lingnan Institute of Further Education	650	-	-	650	528	-	-	528
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	1 210	-	455	1 665	1 052	-	200	1 252

Institution	2016/17 Academic Year				2017/18 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
The Education University of Hong Kong	-	334	140	474	-	293	229	522
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	3 675	-	2 158	5 833	4 200	-	1 755	5 955
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	1 080	1 710	1 050	3 840	1 080	1 710	1 359	4 149
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	2 800	85	507	3 392	2 500	85	337	2 922
Tung Wah College	310	660	320	1 290	460	605	230	1 295
Vocational Training Council	2 610	1 010	2 978	6 598	1 700	740	2 460	4 900
Yew Chung Community College	120	-	-	120	120	-	-	120
YMCA College of Careers	80	-	-	80	70	-	-	70

Notes:

[1] Figures include those for the Study Subsidy Scheme for Designated Professions/Sectors.

“-” indicates no such programme is offered by the institution.

The figures are based on institutions' estimates for planning purpose and do not necessarily represent the approved maximum 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 2016/17 to 2017/18 Academic Years**

Institution	2016/17 Academic Year				2017/18 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	128	-	-	128	192	-	-	192
Caritas Institute of Community Education	90	-	-	90	73	-	-	73
Caritas Institute of Higher Education	158	277	105	540	122	289	97	508
Centennial College	-	25	10	35	-	33	29	62
Chu Hai College of Higher Education	-	165	-	165	-	133	74	207
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University / University of Wollongong Hong Kong	3 337	227	676	4 240	2 887	250	548	3 685
Gratia Christian College	-	17	-	17	7	21	-	28
Hang Seng Management College	-	1 166	233	1 399	-	1 085	331	1 416
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 111	-	-	1 111	715	-	-	715
Hong Kong Art School	36	37	-	73	31	40	-	71
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 871	137	898	2 906	1 615	172	846	2 633
Hong Kong College of Technology and HKCT Institute of Higher Education	206	@	@	206	205	@	@	205
Hong Kong Institute of Technology	179	58	66	303	147	53	51	251
Hong Kong Nang Yan College of Higher Education	-	13	5	18	-	6	8	14
Hong Kong Shue Yan University	-	880	-	880	-	948	277	1 225
The Community College at Lingnan University and Lingnan Institute of Further Education	468	-	-	468	481	-	-	481
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	157	-	157	-	137	-	137

Institution	2016/17 Academic Year				2017/18 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
School of Continuing and Professional Studies, The Chinese University of Hong Kong	884	-	134	1 018	788	-	92	880
The Education University of Hong Kong	-	279	124	403	-	197	185	382
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	4 206	-	1 683	5 889	5 795	-	1 425	7 220
The Hong Kong University of Science and Technology	-	56	-	56	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	835	1 639	1 326	3 800	846	1 517	1 379	3 742
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	2 685	49	241	2 975	2 291	38	183	2 512
Tung Wah College	232	348	127	707	233	373	117	723
Vocational Training Council	2 453	623	2 002	5 078	1 836	633	2 338	4 807
Yew Chung Community College	104	-	-	104	74	-	-	74
YMCA College of Careers	28	-	-	28	21	-	-	21

Notes:

- [1] Provisional figures as at late October 2017. The final figures may vary.
- [2] Figures include those for Study Subsidy Scheme for Designated Professions/Sectors.
- “-” indicates no such programme is offered by the institution.
- @ No figures are provided by the institution.

- End -

CONTROLLING OFFICER'S REPLY

EDB290

(Question Serial No. 5573)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) What were the details and expenditure in overseeing the Hong Kong Examinations and Assessment Authority (HKEAA) in each of the past 3 years?

(b) What are the detailed work plan and estimated expenditure in overseeing the HKEAA for 2018-19?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 98)

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. The 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 the HKEAA for specific projects, the EDB will, apart from being represented on the relevant committees, require the 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

EDB291

(Question Serial No. 5574)

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 Ingrid YEUNG)

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. (LegCo use): 99)

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, re-provision existing premises operating in sub-optimal environment, and/or provide or enhance teaching and other ancillary facilities. 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 20 March 2018, 40 loans amounting to a total of about \$7.7 billion were approved. 17 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 20 March 2018)**

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	16,257,600	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	48,004,828	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	111,702,398	September 2026

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
15	Hong Kong Baptist University*	School of Continuing Education	359,200,000	143,679,995	February 2027
16	Caritas - Hong Kong*	Caritas Bianchi College of Careers	188,000,000	103,400,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	424,714,000	233,592,700	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	138,420,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	458,100,000	274,860,000	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	139,700,000	January 2029
22	The Open University of Hong Kong	The Open University of Hong Kong	120,000,000	12,000,000	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	0	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	22,743,000	0	November 2017
26	Hong Kong Arts Centre	Hong Kong Art School	5,500,000	1,100,000	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	29,000,000	8,700,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	40,344,000	0	August 2017
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	350,000,000	315,000,000	July 2026
30	The Open University of Hong Kong	The Open University of Hong Kong	317,000,000	190,200,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	308,000,000	154,000,000	February 2023

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
32	International Education and Academic Exchanges Foundation Company Limited	Hong Kong Institute of Technology	11,000,000	0	May 2016
33	The Chinese University of Hong Kong	School of Continuing and Professional Studies	40,000,000	20,000,000	February 2023
34	Caritas - Hong Kong	Caritas Institute of Higher Education	300,000,000	270,000,000	February 2027
35	Vocational Training Council	Technological and Higher Education Institute of Hong Kong	670,000,000	670,000,000	October 2027
36	Hong Kong Arts Centre	Hong Kong Art School	2,500,000	1,500,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	800,000,000	720,000,000	September 2026
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	30,000,000	24,000,000	October 2025
39	Chu Hai College of Higher Education	Chu Hai College of Higher Education	250,000,000	250,000,000	April 2028
40	The Open University of Hong Kong	The Open University of Hong Kong	400,000,000	400,000,000	Subject to date of final drawdown
Total			7,682,519,000	4,246,117,521	

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

EDB292

(Question Serial No. 5575)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(a) Please provide a list of self-financing programmes which ceased to operate in the past year by institutions, and the reasons behind the cessation of these programmes.

(b) Further to the question above, how many students were affected in each case?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 100)

Reply:

According to the information provided by self-financing post-secondary institutions for the purpose of publishing in the Information Portal for Accredited Post-secondary Programmes (iPASS) under the Education Bureau, a list of full-time locally-accredited self-financing sub-degree, undergraduate and top-up degree programmes which institutions removed from the iPASS in the 2017/18 academic year is set out at **Annex**. We do not have readily available information on the reasons for institutions removing these programmes from the iPASS or information in relation to (b).

List of Full-time Locally-Accredited Self-financing Programmes Removed by Institutions from the Information Portal for Accredited Post-secondary Programmes under the Education Bureau in the 2017/18 Academic Year

Institution	Name of Programme	Level
Chu Hai College of Higher Education	Bachelor of Arts (Honours) in Chinese for Professional Application Programme	Undergraduate
Caritas Institute of Community Education	Higher Diploma in Accounting and Finance	Sub-degree
	Higher Diploma in Public Administration and Management	Sub-degree
	Higher Diploma in Tourism and Hospitality Management (Catering Management)	Sub-degree
	Higher Diploma in Tourism and Hospitality Management (Hotel Management)	Sub-degree
Caritas Institute of Higher Education	Higher Diploma in Accounting Studies	Sub-degree
	Higher Diploma in Computing Studies	Sub-degree
	Higher Diploma in Corporate Management	Sub-degree
	Higher Diploma in Translation and Interpreting	Sub-degree
Hong Kong Baptist University - College of International Education	Associate of Arts (Applied Social Service)	Sub-degree
Hong Kong College of Technology	Higher Diploma in Tourism Management (Event Management)	Sub-degree
	Higher Diploma in Tourism Management (Travel and Tourism)	Sub-degree
HKU SPACE Community College	Higher Diploma in General Nursing (Enrolled Nurses)	Sub-degree
	Higher Diploma in Publishing and Media Practices	Sub-degree
The Community College at Lingnan University	Associate of Arts (Cultural Studies and Communication) Programme	Sub-degree
	Associate of Business Studies (Financial Services) Programme	Sub-degree
	Associate of Business Studies (Marketing) Programme	Sub-degree
	Associate of Social Sciences (Sociology) Programme	Sub-degree
Lingnan Institute of Further Education	Higher Diploma in Creative Media Design Programme	Sub-degree
	Higher Diploma in Financial Planning	Sub-degree
	Higher Diploma in Tourism Programme	Sub-degree
The Open University of Hong Kong	Bachelor of Business Administration with Honours in Business Intelligence and Analytics (Full-time) (4-year programme)	Undergraduate
	Bachelor of Science with Honours in Testing Science (Full-time) (4-year programme)	Undergraduate
	Bachelor of Business Administration in China Business (Full-time) - Year 3 Entry	Top-up degree
	Bachelor of Science with Honours in Web Technologies (Full-time) - Year 3 Entry	Top-up degree
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 2 Entry	Top-up degree
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 3 Entry	Top-up degree

Institution	Name of Programme	Level
	Bachelor of Science with Honours in Statistical Analysis (Full-time) - Year 3 Entry	Top-up degree
The Hong Kong Polytechnic University	Bachelor of Engineering (Honours) in Product Engineering with Marketing	Top-up degree
	Bachelor of Sciences (Honours) in Chemical Technology	Top-up degree
	Bachelor of Engineering (Honours) in Building Services Engineering	Top-up degree
Tung Wah College	Bachelor of Health Science (Honours) in Nursing (Post-Registration)	Top-up degree
Vocational Training Council	Higher Diploma in Audio-Visual Entertainment Technology	Sub-degree
	Higher Diploma in Digital Marketing and Media Communications	Sub-degree
	Higher Diploma in Management Studies for Public and Social Services	Sub-degree
	Higher Diploma in Management with Business Psychology	Sub-degree
	Higher Diploma in Web Design and Development	Sub-degree
	Higher Diploma in Computer Systems Administration	Sub-degree

- End -

CONTROLLING OFFICER'S REPLY

EDB293

(Question Serial No. 5576)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

a) What were the respective numbers of students from each of the post-secondary institutions who undertook internships in Hong Kong, the Mainland or the overseas in the past 3 years and the expenditure involved for each year and each institution?

b) What is the estimated expenditure in this regard and the estimated number of benefited students in the 2018-19 academic year?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 101)

Reply:

Internship helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. Based on the information provided by the institutions, 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 2015/16 to 2017/18 academic years is set out at **Annex**. The estimated number of students who will undertake internship in the 2018/19 academic year is not available.

The University Grants Committee (UGC) and the Government have all along been supportive of post-secondary 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 Policy Address in January 2017, we have launched 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 universities to enhance exchange opportunities, including internship opportunities, for local students. We also launched the 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 HKSAR 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 4 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 \$26 million was approved for 9 IA projects under QESS in the 2015/16 and 2016/17 academic years. We are processing applications for QESS in the 2017/18 academic year.

**Number of Students of Full-time Publicly-funded Post-secondary Programmes Undertaking Internship
by Destination from the 2015/16 to 2017/18 Academic Years**

Institutions	Destination	Academic Year		
		2015/16	2016/17	2017/18 (provisional)
City University of Hong Kong	Hong Kong	1 409	1 330	1 296
	Mainland	133	91	162
	Other destinations	291	363	313
	Total	1 833	1 784	1 771
Hong Kong Baptist University	Hong Kong	946	1 102	1 007
	Mainland	139	109	131
	Other destinations	32	30	32
	Total	1 117	1 241	1 170
Lingnan University	Hong Kong	187	190	197
	Mainland	120	102	106
	Other destinations	126	120	124
	Total	433	412	427
The Chinese University of Hong Kong	Hong Kong	5 329	3 029	2 420
	Mainland	540	577	460
	Other destinations	535	587	470
	Total	6 404	4 193	3 350
The Education University of Hong Kong	Hong Kong	263	270	274
	Mainland	67	51	60
	Other destinations	81	69	80
	Total	411	390	414
The Hong Kong Polytechnic University	Hong Kong	3 817	4 096	4 000
	Mainland	941	923	920
	Other destinations	426	492	490
	Total	5 184	5 511	5 410
The Hong Kong University of Science and Technology	Hong Kong	530	643	661
	Mainland	51	58	60
	Other destinations	56	70	70
	Total	637	771	791
The University of Hong Kong	Hong Kong	3 769	3 706	3 848
	Mainland	421	542	563
	Other destinations	200	355	369
	Total	4 390	4 603	4 780

Institutions	Destination	Academic Year		
		2015/16	2016/17	2017/18 (provisional)
Vocational Training Council	Hong Kong	9 696	9 581	9 580
	Mainland	262	221	220
	Other destinations	8	35	35
	Total	9 966	9 837	9 835

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 2017/18 figures are provisional figures as at end 2017.
3. Figures for the Education University of Hong Kong do not include Field Experience for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB294

(Question Serial No. 5577)

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 Ingrid YEUNG)

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 duration of their studies. What are the number of beneficiaries and expenditures involved in the most recent 3 years?

(b) In 2017-18, will the Government earmark resources for improving the recognition of Mainland university qualifications in Hong Kong? If yes, what are the details and estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 102)

Reply:

(a) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Students having passed a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 (means-tested subsidy) 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. In addition, a non-means-tested subsidy is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy of \$5,000 per academic year.

For the 2015/16 and 2016/17 academic years, including both newly approved applications and successful renewals, subsidy was provided to 479 and 2 190 students respectively. For the 2017/18 academic year, as at 28 February 2018, including both newly approved

applications and successful renewals, means-tested subsidy was provided to 2 527 students in total. The number of students eligible for non-means-tested subsidy is 494.

The total expenditure for implementing the MUSSS for the 2015/16 and 2016/17 academic years was about \$6.5 million and \$29 million respectively. The estimated total expenditure for the 2017/18 academic year is about \$37 million. 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), in addition to making use of existing resources, have created 10 civil servant posts of Executive Officer Grade and Clerical Officer Grade. 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, regardless of whether they are obtained in the Mainland or other regions, 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

EDB295

(Question Serial No. 5578)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding kindergarten education, would the Education Bureau provide the following information by District Council district:

- (1) the existing number of kindergarten students in each grade in the territory (please give separate figures for kindergartens that have joined the Free Quality Kindergarten Education Scheme (the Scheme) and those that have not joined the Scheme);
- (2) the number of students in each grade receiving half-day/whole-day/long whole-day service in kindergartens that have joined the Scheme; and
- (3) the number of students in each grade receiving half-day/whole-day/long whole-day service in kindergartens that have not joined the Scheme?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 103)

Reply:

The number of kindergarten (KG) students studying in KGs that have joined the new KG education scheme (the Scheme) by District Council district, grade and type of session in the 2017/18 school year is tabulated at Appendix 1. As for the number of KG students studying in KGs that have not joined the Scheme, relevant information is tabulated at Appendix 2.

Number of KG students studying in KGs that have joined the Scheme
by District Council district, grade and type of session in the 2017/18 school year

District	Nursery				Lower Class				Upper Class			
	Half-day session	Whole-day session	Long whole-day session	Total	Half-day session	Whole-day session	Long whole-day session	Total	Half-day session	Whole-day session	Long whole-day session	Total
Central & Western	1 086	79	252	1 417	1 051	133	254	1 438	1 117	163	278	1 558
Wan Chai	642	104	155	901	599	101	172	872	627	110	181	918
Eastern	1 655	496	380	2 531	1 513	548	379	2 440	1 741	581	474	2 796
Southern	464	168	253	885	422	150	235	807	493	170	241	904
Sham Shui Po	1 981	422	462	2 865	1 932	481	513	2 926	2 071	512	468	3 051
Yau Tsim Mong	962	107	467	1 536	875	119	476	1 470	987	162	479	1 628
Kowloon City	2 425	337	489	3 251	2 311	376	476	3 163	2 469	450	542	3 461
Wong Tai Sin	1 090	537	531	2 158	1 042	552	506	2 100	1 285	642	560	2 487
Kwun Tong	2 453	672	776	3 901	2 141	782	779	3 702	2 625	814	806	4 245
Tsuen Wan	1 502	211	389	2 102	1 408	244	336	1 988	1 529	254	395	2 178
Tuen Mun	2 424	737	498	3 659	2 264	805	515	3 584	2 722	923	555	4 200
Yuen Long	3 646	746	583	4 975	3 448	746	620	4 814	4 151	849	643	5 643
North	2 022	515	278	2 815	2 289	437	304	3 030	3 362	482	368	4 212
Tai Po	1 109	308	306	1 723	1 019	356	280	1 655	1 191	280	314	1 785
Sha Tin	2 742	432	652	3 826	2 495	587	642	3 724	2 890	732	654	4 276
Sai Kung	1 496	513	352	2 361	1 258	581	347	2 186	1 412	605	383	2 400
Islands	523	209	119	851	483	269	113	865	470	348	117	935
Kwai Tsing	1 931	594	595	3 120	1 751	687	547	2 985	2 222	640	606	3 468

Notes:

- Figures reflect the position as at September of the school years.
- Figures include nursery, lower and upper classes in KGs and kindergarten-cum-child care centres.
- Whole-day session does not include former aided child care centres (FACs).
- FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours. All FACs offering long whole-day session have joined the Scheme.

Number of KG students studying in KGs that have not joined the Scheme
by District Council district, grade and type of session in the 2017/18 school year

District	Nursery			Lower Class			Upper Class		
	Half-day session	Whole-day session	Total	Half-day session	Whole-day session	Total	Half-day session	Whole-day session	Total
Central & Western	696	33	729	655	81	736	339	75	414
Wan Chai	1 498	70	1 568	1 366	72	1 438	1 166	269	1 435
Eastern	1 370	25	1 395	1 248	120	1 368	1 002	99	1 101
Southern	625	0	625	720	103	823	567	142	709
Sham Shui Po	279	9	288	282	9	291	307	12	319
Yau Tsim Mong	617	75	692	610	104	714	532	93	625
Kowloon City	4 063	374	4 437	3 946	429	4 375	3 815	292	4 107
Wong Tai Sin	209	3	212	209	4	213	198	6	204
Kwun Tong	90	2	92	162	16	178	164	62	226
Tsuen Wan	315	20	335	314	12	326	317	27	344
Tuen Mun	247	102	349	216	136	352	276	49	325
Yuen Long	411	35	446	355	27	382	431	51	482
North	163	3	166	111	40	151	208	78	286
Tai Po	459	50	509	388	138	526	472	68	540
Sha Tin	958	133	1 091	1 043	139	1 182	801	151	952
Sai Kung	742	40	782	737	54	791	618	58	676
Islands	380	24	404	387	125	512	131	120	251
Kwai Tsing	353	0	353	374	0	374	175	0	175

Notes:

1. Figures reflect the position as at September of the school years.
2. Figures include nursery, lower and upper classes in KGs and kindergarten-cum-child care centres.
3. Whole-day session does not include FACs.
4. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours. All FACs offering long whole-day session have joined the Scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB296****(Question Serial No. 5579)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

- (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. (LegCo use): 104)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 2015/16, 2016/17 and 2017/18 school years is tabulated below:

School Year	2015/16	2016/17	2017/18 (Note 1)
No. of teachers in local WD KGs	2 417	2 522	2 771
No. of teachers in local HD KGs	3 857	3 955	3 974
No. of teachers in local KGs with both HD and WD classes	6 206	6 267	6 150

Among the above KGs with WD classes, the number of serving teachers in former aided child care centres (FACs) (Note 2) is tabulated below:

School Year	2015/16	2016/17	2017/18
No. of teachers in FACs	2 412	2 561	2 728

- (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 2015/16, 2016/17 and 2017/18 school years are tabulated below:

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 and percentage 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

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number and percentage of wastage (%)	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

2017/18 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 and percentage of wastage (%)	203 (8.8%)	428 (10.9%)	674 (10.9%)
Average years of service	11.1	13.3	13.3
Average salary per month	\$25,861	\$26,260	\$24,336
Number of teachers with Certificate in Early Childhood Education or above	2 710	3 626	5 773
Average age	33.3	36.3	35.9

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 2015/16, 2016/17 and 2017/18 school years are tabulated below:

Teachers in FACs			
School year	2015/16	2016/17	2017/18
Number and percentage of wastage (%)	162 (7.0%)	232 (9.6%)	215 (9.3%)
Average years of service	12.5	12.2	10.8
Average salary per month	\$22,956	\$24,125	\$25,654
Number of teachers with Certificate in Early Childhood Education or above	2 352	2 509	2 678
Average age	34.7	34.4	32.9

Notes:

1. The figures of the 2017/18 school year are provisional.
2. Refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; 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**EDB297****(Question Serial No. 5585)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 123 of the Speech that in the 2018/19 school year, the Government will regularise the Pilot Scheme on Promoting the Interflows between Sister Schools in Hong Kong and the Mainland, under which participating schools will receive a grant of \$150,000 per annum. The additional annual expenditure is expected to be around \$170 million. Please list out in detail the names of the educational institutions and schools benefiting from the above Scheme, details of the exchange programmes, including dates the exchange activities were held, specific expenditure, number of participating students and the amount of grant received by the participating schools since the launch of the Scheme. Has the Government reviewed the effectiveness of the Scheme and how does the Government ensure that granting an additional \$170 million could enhance the effectiveness of the Scheme? What are the planned details in implementing the Scheme, specific expenditure, timetable and the number of staff involved?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 112)

Reply:

The Education Bureau (EDB) has launched the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme) from the 2015/16 to the 2017/18 school years. Schools participating in the Pilot Scheme are each provided with a fixed grant of \$120,000 per annum and professional support. A total of 535 schools have participated in the Pilot Scheme and the expenditure has amounted to about \$160 million since its launch. Having regard to their development needs, schools may arrange exchange activities at the student, teacher and school management levels (such as school visits, student activities, seminars, lesson demonstration, lesson evaluation, video conferencing and experience sharing) and decide such details as contents and modes of exchange activities, number of participants, frequency, dates and destinations with their sister schools in the Mainland. In the 2015/16 and 2016/17 school years, students' participation in sister school exchange activities under the Pilot Scheme exceeded 46 000. As a prevailing practice, we do not disclose the names of participating schools in the Pilot Scheme and the relevant information to avoid possible labelling and unnecessary pressure on individual schools.

The EDB has all along collected views from schools in Hong Kong that have formed sister schools with their counterparts in the Mainland through different means, such as scrutiny of the reports submitted by schools on the exchange activities under the Pilot Scheme, anonymous surveys, sharing sessions and seminars conducted from time to time, as well as day-to-day contacts. Schools are positive about the Sister School Scheme and the Pilot Scheme. They consider the schemes useful in helping teachers and students gain a better understanding about the education in the Mainland, facilitating cultural interflows, expanding schools' network, enhancing teachers' professionalism and broadening students' horizons. Besides, schools were keen to know about the post-Pilot Scheme arrangements as soon as possible, including those relating to financial assistance and professional support, so that schools could make early plans for sister school exchange activities in the next few years. In response to the calls of the sector, we have therefore decided to regularise the Pilot Scheme starting from the 2018/19 school year.

The EDB will provide recurrent financial assistance (\$150,000 for the 2018/19 school year) and professional support (such as organizing different thematic exchange activities, holding sharing sessions, offering advice and assistance on the exchange activities for schools, and collecting and disseminating good practices) for each local public sector or Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterparts in the Mainland with effect from the 2018/19 school year. The annual expenditure is about \$170 million. We hope that the initiative can further facilitate the exchange among sister schools and enable more teachers and students to join in. It is anticipated that about 700 schools will participate in the 2018/19 school year. We plan to create relevant civil service posts under the established mechanism to carry out the related work.

In line with the existing School Development and Accountability Framework, the Incorporated Management Committee (IMC)/School Management Committee (SMC) of the participating schools is accountable for whether the grant is properly used to achieve its intended objectives, including the inclusion of the plan for the sister school activities approved by the IMC/SMC in their Annual School Plans, and the details of the activities held and the financial report in their School Reports. The EDB will also monitor the overall implementation of the Sister School Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB298

(Question Serial No. 5787)

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 Ingrid YEUNG)

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 enrolled in 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. (LegCo use): 259)

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 2015/16 to 2017/18 academic years is set out below:

	2015/16		2016/17		2017/18 ^{Note 2}	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of top-up Bachelor degree programmes	94	104	83	105	90	109
Institutions jointly running the top-up Bachelor degree programmes						
Number of non-local institutions	28	25	26	22	28	22
Number of operators (for registered programmes)/ Number of local institutions of higher education (for exempted programmes)	24	8	19	8	21	8
Number of students enrolled	4 275	4 854	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 2018.

Note 3: Statistics not yet available as the related information will only be provided by operators/local institutions of higher education 6 months after the end of an academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB299

(Question Serial No. 3808)

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the total expenditure on the subsidy for free lunch at schools in the past 5 years by level of education (secondary school, primary school and kindergarten).

Please list the number of students from families in receipt of the Comprehensive Social Security Assistance (CSSA) receiving the subsidy for free lunch at schools and their respective percentage in the past 5 years by level of education (secondary school, primary school and kindergarten).

Please list, in the past 5 years, the number of students from families in receipt of the CSSA receiving the subsidy for free lunch at schools and the expenditure involved, as well as the average and median amount of actual school meal expenses by level of education (secondary school, primary school and kindergarten).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 453)

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. Students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector primary schools (including special schools) or whole-day primary schools under the Direct Subsidy Scheme are eligible for free lunch at schools.

The expenditure in the past 5 school years (i.e. the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 school years) is set out below:

School Year	Expenditure (\$ million)
2012/13	145
2013/14	157
2014/15	163
2015/16	170
2016/17	174

For students in receipt of Comprehensive Social Security Assistance (CSSA) and receiving full-day education, their meal expenses have already been covered by the CSSA subsidy. The scheme of provision of free lunch at schools therefore does not include these students, and the information on their school meal expenses is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB300****(Question Serial No. 4097)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide a breakdown of the service cost per capita of each type of special schools for children with intellectual disabilities by category (day student, 5-day boarding and 7-day boarding).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 468)Reply:

The average unit cost per school place (i.e. day student) and the average unit cost per boarding place (including 5-day boarding and 7-day boarding) for each type of schools for children with intellectual disability are as follows:

School Type	Average Unit Cost in the 2017/18 School Year	
	per School Place	per Boarding Place
Mild Intellectual Disability ^{Note}	\$195,500	Not applicable
Moderate Intellectual Disability	\$285,500	\$258,500
Severe Intellectual Disability	\$361,500	\$331,500

Note:

Schools for children with mild intellectual disability do not provide boarding service.

- End -

CONTROLLING OFFICER'S REPLY**EDB301****(Question Serial No. 4098)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please list the numbers of students in the 10 schools for children with severe intellectual disability who respectively received a grant for boarders with medical complexity of Tier 1 and Tier 2 support, and the expenditures involved in the past 3 years, with a breakdown by 5-day boarding, 7-day boarding and gender.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 469)Reply:

In the 2014/15, 2015/16 and 2016/17 school years, 9 out of the 10 schools for children with severe intellectual disability have a boarding section. The numbers of students in receipt of the additional support grant for enhancing the support for boarders with medical complexity in aided special schools and the expenditures involved are tabulated below:

School year	Tier 1 support		Tier 2 support		Total expenditure on the grant
	5-day boarding	7-day boarding	5-day boarding	7-day boarding	
2014/15	15	38	21	34	\$3,675,000
2015/16	19	38	19	36	\$3,938,420
2016/17	24	49	25	34	\$4,523,846

Note: As the disbursement of grant has no connection with gender, the Education Bureau has not gathered relevant information from schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB302

(Question Serial No. 4099)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide a breakdown of the number of students who applied for extension of years of study (EoS) in special schools for children with intellectual disabilities and reasons for application and rejection over the past 3 years.
2. Please provide a breakdown of the number of students who applied EoS for the first time, second time and third time in special schools for children with intellectual disabilities by day students and boarders over the past 3 years

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 470)

Reply:

1. & 2. The improvement measures on extension of years of study (EoS) were introduced in the 2010/11 school year for students in schools for children with intellectual disability (ID schools), schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. Under this measure, the Education Bureau (EDB) provides the schools with additional school places and allows them to devise school-based policy to exercise professional judgment to arrange for students in need and with valid reasons to extend their years of study in accordance with the objective criteria jointly set by EDB and the special education sector. As the applications for EoS were made direct to and subsequently approved by the special schools concerned, EDB does not have the number, reasons and frequency of such applications in the ID schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB303****(Question Serial No. 4100)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 982)Reply:

The number of public sector primary schools provided with Student Guidance Officers, Student Guidance Teachers and the Student Guidance Service Grant in the past 5 school years (i.e. the 2013/14 to the 2017/18 schools years) are as follows:

Number of Public Sector Primary Schools Provided with	2013/14 School Year	2014/15 School Year	2015/16 School Year	2016/17 School Year	2017/18 School Year
Student Guidance Officers	15	13	12	10	7
Student Guidance Teachers	129	127	125	121	119
Student Guidance Service Grant	309	312	317	323	328

- End -

CONTROLLING OFFICER'S REPLY

EDB304

(Question Serial No. 4101)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 983)

Reply:

The respective numbers of government and aided primary schools by the number of operating classes for the past 5 years are detailed at the Appendix.

**Number of Government and Aided Primary Schools by Number of Operating Classes
from the 2013/14 to 2017/18 School Years**

No. of Operating Classes	No. of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
3	0	0	0	0	0	2	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	1	0	0	0	0	0	0	0	1
6	0	14	0	12	1	13	1	14	1	11
7	0	9	1	3	0	1	0	3	0	2
8	1	6	0	6	0	2	0	0	0	0
9	0	11	0	6	0	5	0	3	0	2
10	0	4	0	7	0	4	0	2	0	1
11	0	11	0	6	0	9	0	4	0	3
12	2	36	2	31	2	30	2	29	2	28
13	0	15	0	14	0	9	0	8	0	7
14	1	4	0	12	0	5	0	6	0	3
15	1	6	2	8	1	12	0	7	0	6
16	1	5	0	7	1	7	1	8	0	1
17	0	8	0	6	0	6	1	7	0	6
18	2	29	1	23	0	28	0	29	2	29
19	2	5	0	7	0	4	0	7	0	12
20	1	5	4	7	2	6	2	4	1	6
21	0	5	0	6	2	8	0	6	1	2
22	1	4	1	5	1	8	2	7	0	5
23	1	14	0	10	0	7	1	4	2	8
24	7	84	7	92	6	96	6	101	7	100
25	0	20	1	23	3	23	1	27	0	29

No. of Operating Classes	No. of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	0	10	1	9	0	10	0	12	1	16
27	0	9	0	9	0	10	1	10	0	9
28	0	3	0	8	0	7	1	6	1	6
29	3	8	2	2	3	7	2	6	1	7
30	8	75	9	80	11	81	12	86	13	90
31	1	4	1	6	1	6	1	10	2	9
32	0	2	0	2	0	2	0	2	0	6
33	0	0	0	0	0	0	0	0	0	2
34	0	0	0	0	0	1	0	0	0	0
35	0	1	0	0	0	0	0	0	0	0
36	0	9	0	10	0	11	0	12	0	11
37 or above	1	2	1	2	0	1	0	1	0	3
Total	33	419	33	419	34	421	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**EDB305****(Question Serial No. 4102)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 Government advise this Committee of the following:

The total amount of SGS Grant provided per year since the 2012/13 school year;

The total amount of additional grant provided per year since the 2012/13 school year;

The total amount of unspent grants of the public sector primary schools receiving SGS Grant in each of the school year since 2012/13.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 985)

Reply:

The total amount of the Student Guidance Service (SGS) Grant and Top-up Grant for the 2012/13 to 2017/18 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)	2017/18 School Year (\$ million) (Estimated Expenditure)
SGS Grant	127.3	139.3	146.3	157.3	168.3	181.4
Top-up Grant	56.9	61.1	65.4	68.3	71.4	72.9
Total:	184.2	200.4	211.7	225.6	239.6	254.3

Note: The sum of the SGS Grant and Top-up Grant of individual school year may not add up to the corresponding total due to rounding.

The total amount of unspent SGS Grant (including the Top-up Grant) of public sector primary schools for the 2012/13, 2013/14, 2014/15 and 2015/16 school years is \$19.0 million, \$15.4 million, \$17.7 million and \$14.8 million respectively. Relevant information of the 2016/17 school year is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY

EDB306

(Question Serial No. 4106)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the number of non-Chinese speaking students and the number of ethnic minority students studying at different grade levels in primary schools in the 2017/18 school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1041)

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 2017/18 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since the 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 2017/18 school year**

Grade	P1	P2	P3	P4	P5	P6
Number of NCS students	1 625	1 670	1 670	1 644	1 583	1 430

Notes:

1. Figures refer to the position as at September of 2017.
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 2017/18 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	27	29	26	29	19	12
Filipino	191	232	215	230	238	222
Indian	152	145	177	152	164	175
Pakistani	514	514	521	571	553	536
Nepalese	322	321	343	298	268	224
Japanese	20	26	25	14	15	16
Thai	24	26	32	29	33	27
Korean	17	7	10	15	11	6
Other Asian	25	28	42	45	56	28
White	116	137	112	91	88	56
Others	91	75	76	64	53	53
Total	1 499	1 540	1 579	1 538	1 498	1 355

Notes:

1. Figures refer to the position as at September of 2017.
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

EDB307

(Question Serial No. 4107)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the number of non-Chinese speaking students and the number of ethnic minority students studying at different grade levels in secondary schools in the 2017/18 school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1042)

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 2017/18 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since the 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 2017/18 school year**

Grade	S1	S2	S3	S4	S5	S6
Number of NCS students	1 772	1 620	1 672	1 560	1 376	1 383

Notes:

1. Figures refer to the position as at September of 2017.
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 2017/18 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	14	21	16	12	13	6
Filipino	249	234	294	282	233	237
Indian	228	209	215	222	168	198
Pakistani	591	515	590	506	416	440
Nepalese	230	258	245	248	182	195
Japanese	19	13	9	8	7	10
Thai	38	42	25	17	13	23
Korean	14	13	9	10	10	5
Other Asian	64	42	43	35	36	20
White	56	45	36	33	24	24
Others	123	89	87	68	71	59
Total	1 626	1 481	1 569	1 441	1 173	1 217

Notes:

1. Figures refer to the position as at September of 2017.
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

EDB308

(Question Serial No. 4108)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

What are the number of non-Chinese speaking students and the number of ethnic minority students studying at different grade levels in kindergartens in the 2017/18 school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1043)

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' different demands and diverse 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 2017/18 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 (NCS) students studying at different grade levels
in kindergartens in the 2017/18 school year**

	K1	K2	K3
Number of NCS students	4 505	4 686	3 218

Notes:

1. Figures refer to the position as at September of 2017.
2. The above data covers 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 covers both local and non-local kindergartens.

**Number of ethnic minority students studying at different grade levels
in kindergartens in the 2017/18 school year**

	K1	K2	K3
Indonesian	49	41	42
Filipino	222	233	203
Indian	452	487	339
Pakistani	446	507	519
Nepalese	315	342	319
Japanese	268	239	220
Thai	47	39	36
Korean	110	123	71
Other Asian	139	152	115
White	1 198	1 203	778
Others	550	600	369
Total	3 796	3 966	3 011

Notes:

1. Figures refer to the position as at September of 2017.
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. The above data covers both local and non-local kindergartens.

- End -

CONTROLLING OFFICER'S REPLY**EDB309****(Question Serial No. 4109)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What is the number of cross-boundary students attending local primary schools by class level in the 2017/18 school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1044)Reply:

The number of cross-boundary students (CBS) attending primary schools in Hong Kong by class level in the 2017/18 school year is as follows:

Class Level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	3 999	3 859	3 503	3 272	2 689	1 893	19 215

Note: Figures are based on the annual survey conducted via schools in September 2017 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**EDB310****(Question Serial No. 4110)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What is the number of cross-boundary students attending local secondary schools by class level in the 2017/18 school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1045)Reply:

The number of cross-boundary students (CBS) attending secondary schools in Hong Kong by class level in the 2017/18 school year is as follows:

Class Level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	1 239	798	639	580	452	376	4 084

Note: Figures are based on the annual survey conducted via schools in September 2017 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**EDB311****(Question Serial No. 4111)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the number of whole-day and half-day kindergartens and the number of students enrolled in these kindergartens by District Council district in the 2017/18 school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1046)

Reply:

The number of kindergartens (KGs) operating whole-day (WD) and half-day (HD) classes and the number of students attending these KG classes by District Council district in the 2017/18 school year are tabulated below:

District	WD classes		HD classes	
	Number of KGs	Number of students	Number of KGs	Number of students
Central & Western	22	1 348	36	4 944
Wan Chai	13	1 234	24	5 898
Eastern	55	3 102	65	8 529
Southern	20	1 462	33	3 291
Sham Shui Po	37	2 888	37	6 852
Yau Tsim Mong	25	2 082	26	4 583
Kowloon City	50	3 765	82	19 029
Wong Tai Sin	41	3 341	30	4 033
Kwun Tong	58	4 709	50	7 635
Tsuen Wan	22	1 888	32	5 385
Tuen Mun	59	4 320	47	8 149
Yuen Long	55	4 300	60	12 442

North	40	2 505	38	8 155
Tai Po	28	2 100	28	4 638
Sha Tin	56	4 122	59	10 929
Sai Kung	43	2 933	49	6 263
Islands	24	1 444	30	2 374
Kwai Tsing	48	3 669	46	6 806

Note:

1. Figures refer to the position as at mid-September of the school year.
2. KGs with both HD and WD classes will be counted in both columns for HD and WD.

- End -

CONTROLLING OFFICER'S REPLY**EDB312****(Question Serial No. 4112)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)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 school years? (Please fill in the following tables)

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Intellectual Disability	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Physical Disability	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Visual Impairment	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1047)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade level and major SEN type from the 2012/13 to 2017/18 school years is set out at the Appendix. With increased awareness of SEN among 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 special educational needs (SEN) studying in
public sector mainstream primary schools by grade level and by major SEN type
from the 2012/13 to 2017/18 school years** ^(Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6
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
2017/18	5	164	2 143	2 484	2 282	2 175

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6
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
2017/18	76	113	153	102	121	125

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
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
2017/18	743	883	974	1 005	929	892

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
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
2017/18	160	333	723	997	1 229	1 226

Physical Disability	P1	P2	P3	P4	P5	P6
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
2017/18	15	20	27	17	20	18

Visual Impairment	P1	P2	P3	P4	P5	P6
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
2017/18	7	4	9	8	7	4

Hearing Impairment	P1	P2	P3	P4	P5	P6
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
2017/18	72	55	54	54	61	51

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6
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
2017/18	13	878	546	415	334	246

Notes:

- Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
- The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

- End -

CONTROLLING OFFICER'S REPLY**EDB313****(Question Serial No. 4113)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What is the number of students, by type of disabilities and grade level, studying in mainstream secondary schools in the past 6 school years? (Please fill in the following tables)

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Attention Deficit/ Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							
2017/18							

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1048)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade level and major SEN type from the 2012/13 to 2017/18 school years is set out at the Appendix. With increased awareness of SEN among 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 special educational needs (SEN) studying in
public sector mainstream secondary schools by grade level and by major SEN type
from the 2012/13 to 2017/18 school years**

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6
2012/13	2 267	1 822	1 792	1 344	1 041	779
2013/14	2 297	2 141	1 810	1 601	1 105	934
2014/15	2 259	2 214	2 102	1 639	1 322	982
2015/16	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2 155	2 064	2 121	2 011	1 599	1 309
2017/18	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	S1	S2	S3	S4	S5	S6
2012/13	149	168	195	153	164	103
2013/14	183	137	175	161	125	145
2014/15	180	182	152	145	130	116
2015/16	219	168	181	117	121	122
2016/17	169	199	167	151	109	112
2017/18	126	149	194	137	122	99

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6
2012/13	294	258	245	208	179	123
2013/14	396	345	298	246	199	179
2014/15	435	442	371	314	233	190
2015/16	495	471	497	384	309	227
2016/17	588	533	509	490	376	306
2017/18	755	633	545	518	460	365

Attention Deficit/ Hyperactivity Disorder	S1	S2	S3	S4	S5	S6
2012/13	577	567	486	362	228	113
2013/14	710	709	589	482	320	204
2014/15	847	797	736	552	418	291
2015/16	938	983	846	716	486	381
2016/17	1 114	1 094	1 008	801	615	461
2017/18	1 277	1 271	1 122	953	693	547

Physical Disability	S1	S2	S3	S4	S5	S6
2012/13	33	42	45	41	47	38
2013/14	32	37	43	46	33	44
2014/15	18	33	47	46	38	34
2015/16	18	21	36	47	38	34
2016/17	26	18	23	41	44	38
2017/18	27	25	16	26	37	42

Visual Impairment	S1	S2	S3	S4	S5	S6
2012/13	8	18	19	21	19	13
2013/14	12	12	19	18	20	19
2014/15	3	14	13	24	19	20
2015/16	8	3	16	13	23	19
2016/17	7	9	11	18	12	21
2017/18	4	7	17	12	15	10

Hearing Impairment	S1	S2	S3	S4	S5	S6
2012/13	66	58	72	63	80	79
2013/14	60	68	55	76	58	83
2014/15	57	69	71	63	69	54
2015/16	63	58	72	74	59	68
2016/17	42	58	59	71	65	56
2017/18	50	45	58	59	68	59

Speech & Language Impairment	S1	S2	S3	S4	S5	S6
2012/13	73	39	22	22	21	13
2013/14	65	41	40	19	18	24
2014/15	70	48	47	23	29	23
2015/16	107	36	51	49	31	26
2016/17	135	74	58	37	22	28
2017/18	171	62	60	33	26	15

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB314****(Question Serial No. 4114)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the numbers of students with disabilities enrolled in sub-degree and undergraduate programmes in the past 6 academic years by type of disabilities? (Please fill in the following tables.)

Specific Learning Difficulties	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Autism Spectrum Disorder	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Attention Deficit/ Hyperactivity Disorder	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Physical Disability	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Visual Impairment	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Hearing Impairment	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Speech and Language Impairment	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Others	Sub-degree	Undergraduate
2012/13		
2013/14		
2014/15		
2015/16		
2016/17		
2017/18		

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1049)

Reply:

The numbers of students with special educational needs pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2013/14 to 2017/18 academic years by type of disabilities are appended below:

Specific Learning Difficulties	Sub-degree	Undergraduate
2013-14	65	25
2014-15	121	36
2015-16	154	44
2016-17	229	62
2017-18 (Provisional)	304	72

Autism Spectrum Disorders	Sub-degree	Undergraduate
2013-14	28	11
2014-15	40	15
2015-16	51	22
2016-17	74	28
2017-18 (Provisional)	88	44

Attention Deficit/Hyperactivity Disorder	Sub-degree	Undergraduate
2013-14	16	15
2014-15	33	19
2015-16	52	37
2016-17	81	46
2017-18 (Provisional)	110	75

Physical Disability	Sub-degree	Undergraduate
2013-14	41	46
2014-15	63	59
2015-16	54	56
2016-17	47	59
2017-18 (Provisional)	47	71

Visual Impairment	Sub-degree	Undergraduate
2013-14	30	46
2014-15	28	53
2015-16	40	52
2016-17	31	52
2017-18 (Provisional)	28	55

Hearing Impairment	Sub-degree	Undergraduate
2013-14	64	84
2014-15	65	119
2015-16	65	112
2016-17	59	110
2017-18 (Provisional)	81	118

Speech and Language Impairment	Sub-degree	Undergraduate
2013-14	12	5
2014-15	16	11
2015-16	25	11
2016-17	44	12
2017-18 (Provisional)	39	25

Others *	Sub-degree	Undergraduate
2013-14	52	105
2014-15	98	146
2015-16	106	165
2016-17	117	187
2017-18 (Provisional)	171	237

* Including multiple types of disabilities.

- End -

CONTROLLING OFFICER'S REPLY**EDB315****(Question Serial No. 4115)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the total numbers of students in each class level of pre-primary education, primary schools and secondary schools in this school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1050)Reply:

The number of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by grade in the 2017/18 school year are given below:

Level	Grade	Number of students
Kindergarten (including kindergarten-cum-child care centre)	K1	59 350
	K2	58 481
	K3	63 316
	K1 to K3	181 147
Primary	P1	65 601
	P2	61 293
	P3	60 111
	P4	61 098
	P5	59 178
	P6	54 768
	P1 to P6	362 049

Secondary	S1	55 845
	S2	54 414
	S3	54 107
	S4	54 969
	S5	54 452
	S6	54 669
	S7	2 348
	S1 to S7	330 804

- 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 relevant school year.
 - (3) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from the 2012/13 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB316****(Question Serial No. 4394)**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 SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the annual figures in respect of site inspections and prosecutions conducted by the School Registration and Compliance Section of the Education Bureau according to the Education Ordinance in the past five years. Of the site inspection figures, how many are proactive investigations? How many investigations are based upon complaints? Please also provide the numbers of warnings issued and prosecutions. Please list in the table below the types and nature of the cases by year.

	Proactive Inspection	Inspection Based upon Complaint	Number of Warning	Type and Nature of Warning	Number of Prosecution	Number, Type and Nature of Prosecution
2013						
2014						
2015						
2016						
2017						

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 25)

Reply:

After gathering sufficient information on suspected cases of operating unregistered schools, the School Registration and Compliance Section of the Education Bureau (EDB) will follow up the cases in accordance with the Education Ordinance and established procedures, which include conducting surprise inspection visits to the suspected unregistered schools, issuing warning letters to the offenders, and prosecuting the persons concerned. Relevant figures in the past 5 years are tabulated below:

	Number of inspections (Note 1)	Number of cases where warning letters are issued	Type and nature of cases where warning letters are issued	Number of prosecutions (Note 2)	Type and nature of prosecutions
2013	592	50	Operating unregistered schools in contravention of sections 87(1)(a), 87(1)(aa) and 87(3)(f) of the Education Ordinance (Note 3)	4	Operating unregistered schools in contravention of sections 87(1)(a), 87(1)(aa) and 87(3)(f) of the Education Ordinance (Note 3)
2014	691	42		10	
2015	586	53		5	
2016	451	58		13	
2017	573	57		9 (Note 4)	

Note 1: The EDB does not classify inspections according to the categories raised in the question.

Note 2: Calculated according to the date when evidence of the case is gathered.

Note 3: According to sections 87(1)(a) and (aa) of the Education Ordinance, any person who is an owner or a teacher in a school which is not registered or provisionally registered; or any person who manages or takes any part in the management of a school which is not registered or provisionally registered shall be guilty of an offence and shall be liable on conviction to a fine of \$250,000 and to imprisonment for 2 years.

Section 87(3)(f) also provides that any person who employs or permits any person to teach in a school in contravention of section 42(1) or (2) shall be guilty of an offence and shall be liable on conviction to a fine at level 5 (\$50,000) and to imprisonment for 2 years.

Note 4: Advice is being sought from the Department of Justice on 2 other cases.

- End -

CONTROLLING OFFICER'S REPLY**EDB317****(Question Serial No. 4513)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 984)

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 by case category for the past 5 years (i.e. from the 2012/13 to the 2016/17 school years) are summarised as follows:

Case Category	School Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Conduct Problems	1 499	1 349	1 306	1 254	1 277
Emotional/Psychological Problems	2 464	2 523	2 743	2 945	3 190
Family/Environmental Problems	1 988	1 945	1 976	1 940	1 941
Health/Physical Problems	127	124	103	92	94
Learning Problems	1 508	1 394	1 210	1 071	1 025
Social/Developmental Problems	467	465	460	426	407
Total	8 053	7 800	7 798	7 728	7 934

- End -

CONTROLLING OFFICER'S REPLY

EDB318

(Question Serial No. 4589)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

1. the number of non-Chinese speaking ("NCS") students enrolled into each of the two Applied Learning Chinese (for NCS students) courses and the number of students completing each of the two courses for the 2014-2016, 2015-17 and 2016-2018 cohorts respectively desegregated by results (i.e. attained, attained with distinction);
2. the number of secondary schools with students enrolled into each of the two Applied Learning Chinese (for NCS students) courses for the 2014-2016, 2015-2017 and 2016-2018 cohorts respectively;
3. the number of NCS students who applied for the Applied Learning Chinese (for NCS students) courses from 2014/15 to 2017/18 academic years but not accepted as a result of unable to meet the minimum language entry requirement;
4. the amount of subsidies the government has granted for students to be enrolled into each of the Applied Learning Chinese (for NCS students) courses and the actual amount of expenditure on each course by the course provider (by breakdown of expenditure category) for the 2014/15 to 2017/18 academic years respectively;
5. the number of teachers instructing Applied Learning Chinese (for NCS students) courses from 2014/15 to 2017/18 academic years respectively and the number of teachers who received prior training in teaching 'Chinese as a Second Language';
6. whether the government has allocated any funding to the course providers of the Applied Learning Chinese (for NCS students) courses for the 2014-2016, 2015-2017 and 2016-2018 cohorts apart from the subsidies of the course fees for the enrolled students (e.g. funding for curriculum development, teaching and learning material etc.); and
7. which level in the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") a NCS student is expected to have reached before

taking each of the two Applied Learning Chinese (for NCS 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 NCS students) courses.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1081)

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 2015-17 (the first cohort) and 2016-18 (the second cohort) are as follows:

	2015-17		2016-18	
	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

Among the first cohort of graduates sitting for the 2017 Hong Kong Diploma of Secondary Education (HKDSE) Examination, for the subject ApL(C) - Chinese for the Service Industry, the number of students awarded “Attained” and “Attained with Distinction” are 79 and 20 respectively; as for the subject ApL(C) - Practical Chinese in Hospitality, the number of students awarded “Attained” and “Attained with Distinction” are 21 and 9 respectively. The second cohort of students will sit for the 2018 HKDSE Examination.

3. The number of non-Chinese speaking (NCS) students who have applied for the ApL(C) courses but not been accepted as a result of being unable to meet the minimum language entry requirement is not available.

4. The Government provides the Student Grant for ApL(C) (SG) to schools for fully subsidising students to take ApL(C) courses. From the 2014/15 to 2016/17 school years, the SG provided by the Government for Chinese for the Service Industry are \$1.64 million, \$3.31 million and \$4.83 million respectively; while the SG for Practical Chinese in Hospitality for the respective school years are \$0.61 million, \$1.06 million and \$1.88 million. Since application for ApL(C) for 2018-20 (the fourth cohort) is still in progress, the amount of grant for the 2017/18 school year is not yet finalised. We have not collected information from the course providers on the actual expenditure on each course.

5. Course providers will form a professional team for each course, 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 plan and support the delivery. In the process of course accreditation, the professional capacity of the team has been ascertained. We have not collected from the course providers the actual number of staff involved in the delivery of each course.

6. Apart from the subsidies of the course fees for the students enrolled, the Government does not allocate any funding to the course providers of ApL(C).

7. 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 outcomes 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 outcomes of the “Learning Framework” at level 6 or above.

- End -

CONTROLLING OFFICER'S REPLY**EDB319****(Question Serial No. 4590)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

1. 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 institution/organization running the programme, the specific target group of the programme (if any), and whether the programme is pegged at any level of the Qualifications Framework. Please refer to the following table for the format.
2. Does the EDB monitor the effectiveness of these programmes? If yes, please state how and provide the lists of key performance indicators to evaluate the different programmes? If no, the reasons.

Name of programme	Institution/organization	Amount of subsidy per year(\$)	Fee (if any)	Duration	Mode of study	Attained QF level upon completion	Number of students enrolled in 2017	Number of students completed programme in 2017

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1082)

Reply:

1. The estimated expenditure and other related information in respect of Chinese language programmes offered for non-Chinese speaking students by the Education Bureau (EDB) in collaboration with tertiary institutions and/or non-governmental organisations funded by EDB and/or different Funds in the 2017/18 school year are tabulated at Annex.
2. EDB monitors the programmes through lesson/activity observations, questionnaire surveys and meetings with service providers, as well as review of progress and final reports submitted as appropriate.

**Chinese language programmes for non-Chinese speaking (NCS) students
offered in collaboration with tertiary institutions and non-governmental organisations
in the 2017/18 school year**

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2017/18 school year (\$ million)	Fees (if any)	Duration	Mode of Study	Qualifications Framework level attained upon completion	Student Enrolment in the 2017/18 school year	Number of students who completed the programme in the 2017/18 school year
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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	The University of Hong Kong	NCS students in primary and secondary schools	4.4	Free	Whole school year	Remedial programmes after school hours and during holidays	Not Applicable	About 720 students	Programmes are still in progress
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 under the Language Fund	(a) Hong Kong Christian Service	NCS children aged 3 to 9	3.5	Free	(a) Whole school year	(a) Group activities and indoor/ outdoor extension learning activities	Not Applicable	About 400 students in total	(a) Programmes are still in progress
	(b) HKSKH Lady MacLehose Centre				(b) Whole school year	(b) Group activities as well as cultural visits and guided tour of community resources			(b) Programmes are still in progress

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2017/18 school year (\$ million)	Fees (if any)	Duration	Mode of Study	Qualifications Framework level attained upon completion	Student enrolment in the 2017/18 school year	Number of students who completed the programme in the 2017/18 school year
Vocational Chinese Language Courses for NCS School Leavers for enhancing the employability of NCS school leavers	(a) Yale-China Chinese Language Centre, The Chinese University of Hong Kong	NCS school leavers	2.0	(a) Course fees ranging from \$11,680 to \$47,770	(a) Period of study up to 1 year, depending on study progress	Classroom teaching	(a) Level 2	(a) 20 students (as at December 2017)	(a) The course is still in progress
	(b) Baptist Oi Kwan Social Service			(b) The course is still at the preparatory stage	(b) 10 weeks		(b) Level 1	(b) The course is still at the preparatory stage	(b) The course is still at the preparatory stage

Note:

In parallel, EDB provides additional funding to eligible schools admitting NCS students for supporting NCS students' learning of the Chinese language. It is not uncommon for schools provided with additional funding to deploy their resources 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

EDB320

(Question Serial No. 4591)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

(a) the number of ethnic minority students with special educational needs ("SEN") in each of the grade levels from K1 to S6 in public mainstream schools (including Direct Subsidy Scheme Schools) disaggregated by ethnicity and the types of SEN for the past 4 years;

(b) the number of non-Chinese speaking ("NCS") students with SEN in each of the grade levels from K1 to S6 in public mainstream schools (including Direct Subsidy Scheme Schools) disaggregated by ethnicity and the types of SEN for the past 4 years;

(c) the total number of public mainstream schools and those that applied for Chinese learning support for NCS students with 1 to 9 and 10 or above NCS students with SEN in the past 4 years, and the respective amount of funding involved disaggregated by number of NCS students with SEN;

(d) the total number of public special schools and those that applied for Chinese learning support for NCS students with 1 to 5 NCS students with SEN in the past 4 years, and the respective amount of funding involved disaggregated by number of NCS students with SEN;

(e) the number of public mainstream and special schools that adopted 'Chinese Language Curriculum Second Language Learning Framework' in the past 4 years;

(f) did the schools use the Chinese Language Assessment Tools^[1]? If yes, please provide the number of public mainstream and special schools and the percentage among funded schools that use the Assessment Tools; if no, the reasons;

(g) the number of NCS students with SEN participating in the TSA Chinese assessments in the past 4 years;

(h) the Chinese level of all NCS students with SEN with reference to the Assessment Tools (disaggregated by grade and respective levels), by completing the following table.

	2014/15	2015/16	2016/17	2017/18
No. of Secondary 1-3 NCS students with SEN assessed				
No. of Secondary 1-3 NCS students with SEN reached Key Stage III				
No. of Primary 4-6 NCS students with SEN assessed				
No. of Primary 4-6 NCS students with SEN reached Key Stage II				
No. of Primary 1-3 NCS students with SEN assessed				
No. of Primary 1-3 NCS students with SEN reached Key Stage I				
No. of NCS students with SEN assessed				
No. of NCS students with SEN reached Entry Stage				

-
- [1] 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).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1083)

Reply:

(a) & (b)

At pre-primary levels, support services for children with special needs are provided by the Social Welfare Department. The Education Bureau (EDB) does not maintain the related data. The number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) and the number of NCS students with SEN in public sector mainstream schools, disaggregated by ethnicity, SEN type and grade level, in the past 4 years are set out at Appendix 1 and Appendix 2 respectively. We do not collect relevant data from Direct Subsidy Scheme (DSS) schools.

(c) to (f)

EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students (including NCS students with SEN) in learning the Chinese language through, among others, the implementation of the "Chinese

Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools. The education support measures for NCS students are also applicable to NCS students with SEN. Schools have been provided with practical tools and steps, as well as reference materials on learning and teaching, including the “Chinese Language Assessment Tools for NCS Students” (“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 assist teachers in teaching and providing assessment feedback to NCS students. Aligned with curriculum planning, teaching progression and NCS students’ learning needs, teachers may adopt a school-based approach in using the “Assessment Tools” to assess NCS students’ learning progress over time, provide timely feedback on learning 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 the needs of NCS students, and administer the assessment at the mode and time as schools consider appropriate.

To facilitate schools’ implementation of the “Learning Framework”, EDB has, starting from the 2014/15 school year, provided all public sector and DSS schools offering the local curriculum and 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 for the implementation of the “Learning Framework” and the creation of an inclusive learning environment in schools. These schools are required to, based on the results of the “Assessment Tools”, adjust the learning targets and teaching strategies with reference to the learning progress so described in the “Learning Framework”, as well as the learning performance and progress of their NCS students, and adopt diversified intensive learning and teaching modes as appropriate to help NCS students learn Chinese effectively, with a view to helping them bridge over to mainstream Chinese Language classes as early as possible. From the 2014/15 to 2017/18 school years, the respective number of schools is 173, 197, 216 and 228. As regards schools admitting a handful (i.e. 1 to 9) of NCS students (from the 2014/15 to 2017/18 school years, the respective number of schools is 414, 410, 382 and 387), their NCS students can benefit from the immersed Chinese language environment of the school. These schools also implement the “Learning Framework” in light of NCS students’ performance in learning the Chinese language. Starting from the 2014/15 school year, they may apply for 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. EDB encourages schools concerned to adopt the “Assessment Tools” having regard to NCS students’ needs, assess the learning performance of their NCS students on an ongoing basis and provide these students with appropriate support.

Regarding special schools, those offering an ordinary school curriculum and admitting 6 to 9 NCS students, and those offering an adapted curriculum and admitting 6 or more NCS students are both provided with an additional funding of \$650,000. The funding model for special schools offering an ordinary school curriculum and admitting 10 or more NCS students is the same as that for the mainstream schools mentioned above. Special schools admitting a handful (i.e. 1 to 5) of NCS students may have an additional funding of \$50,000 on a need basis to offer after-school Chinese language support programmes. Special

schools adopting an ordinary school curriculum make reference to the “Learning Framework” mentioned above while other special schools make reference to the “Chinese Language Curriculum Second Language Adapted Learning Framework (for NCS Students with Intellectual Disabilities)” (“Adapted Framework”). From the 2014/15 to 2017/18 school years, the number of special schools offering an ordinary school curriculum and admitting 6 or more NCS students is 7, 6, 6 and 5 respectively, and the number of special schools offering an adapted curriculum and admitting 6 or more NCS students is 16, 19, 18 and 20 respectively. As for special schools admitting 1 to 5 NCS students (from the 2014/15 to 2017/18 school years, the respective number of schools is 25, 24, 26 and 26), the schools implement the “Learning Framework” and/or the “Adapted Framework” in light of NCS students’ performance in learning the Chinese language. We do not collect information about these schools’ implementation of the “Learning Framework” and/or the “Adapted Framework”. Generally, the “Assessment Tools” are applicable to NCS students studying in special schools adopting an ordinary school curriculum while NCS students studying an adapted curriculum are assessed with school-based approaches. However, schools may adopt the “Assessment Tools” or school-based approaches flexibly with regard to the learning performance of their students. Also, schools should implement the support to tie in with the “Individual Education Plans” to strengthen the support for their NCS students.

The number of schools provided with the funding mentioned above and the expenditure involved from the 2014/15 to 2017/18 school years are set out at Appendix 3. As the funding is provided based on the number of NCS students admitted by the eligible schools, we are not able to apportion the expenditure on NCS students with SEN studying in mainstream schools.

(g)

Schools can request on behalf of students with SEN and NCS students participated in the Territory-wide System Assessment (TSA) to obtain facilitation measures according to their needs. The number of NCS students provided with such facilitation measures as requested by schools in the past 4 years is as follows:

2013/14 school year:	86 (Primary 3),	7 (Primary 6 [△]),	7 (Secondary 3)
2014/15 school year:	105 (Primary 3),	78 (Primary 6),	29 (Secondary 3)
2015/16 school year:	13 (Primary 3 [^]),	2 (Primary 6 [△]),	29 (Secondary 3)
2016/17 school year:	73 (Primary 3 [#]),	59 (Primary 6),	44 (Secondary 3)

[△] Since 2012, the Primary 6 TSA has been implemented in odd-numbered years and school participation has been on a voluntary basis in even-numbered years. As participation in this assessment was on a voluntary basis and not all Primary 6 students were involved, the number of students participated in TSA is small.

[^] The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data is from some 50 participating schools.

[#] The 2017 Primary 3 assessment was conducted as part of the Basic Competency Assessment Research Study, which was extended to all primary schools in the territory.

(h)

EDB has commissioned a tertiary institution to conduct analysis on NCS students' overall learning performance in Chinese reading and writing annually by making reference to the results based on the "Assessment Tools", so as to understand the overall performance of NCS students' (including NCS students with SEN in mainstream schools) learning of the Chinese language. Such analysis does not cover the number of NCS students who have attained certain levels at different learning stages. 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 mainstream schools provided with the additional funding ranging from \$800,000 to \$1,500,000 per year, 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, 2015/16 and 2016/17 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, suggest that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese Language classes in due course. Nevertheless, assessment of NCS students' learning of the Chinese language should not be judged simply based on the results of the "Assessment Tools". In fact, all students, including NCS students with SEN, may experience ups and downs in their learning journey in schools. Individual NCS students' learning progress in Chinese may vary due to various factors. Teachers need to monitor NCS students' learning progress on an ongoing basis and provide NCS students with the necessary support and counselling in a timely manner, so as to cater for their diversified learning needs and changes in learning progress, if any, and facilitate their articulation to multiple pathways. When the enhanced education support for NCS students mentioned above takes root and sustains, it is expected that the Chinese proficiency of NCS students (specifically those who have started learning the Chinese language at kindergarten level) would improve progressively.

**Number of non-Chinese speaking (NCS) ethnic minority students with
special educational needs (SEN)
in public sector mainstream schools
by ethnicity, SEN type and grade level in the past 4 years**

2013/14 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment												
	Specific Learning Difficulties				4	1	2		2		1		
	Intellectual Disability				2	1	2	1	1	1			1
	Autism Spectrum Disorders		2	1	1		3		1		1		1
	Attention Deficit/Hyperactivity Disorder						1		1				
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment		1										
	Speech & Language Impairment		4	1	1	1							
	Specific Learning Difficulties			1		1	1			1	1		
	Intellectual Disability				1	1	1	2	1	1	1		
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder								1				
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment		1				1						
	Speech & Language Impairment		1	3									
	Specific Learning Difficulties			3	3	2	3	4	3	3	2		1
	Intellectual Disability	1	2	2	10	7	4	6	6	8	5	2	1
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder				1		2	1	1				
Nepalese	Physical Disability				1								1
	Visual Impairment							1			1		
	Hearing Impairment					1				2	1		
	Speech & Language Impairment	1	19	9	9	3	2	1	1		1	1	
	Specific Learning Difficulties			1	1								
	Intellectual Disability	2	1			3			2				
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder			1					1				
	Physical Disability							1				1	
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			8	6	2		1		1			
	Specific Learning Difficulties												
	Intellectual Disability												

Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder						1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Thai	Speech & Language Impairment												
	Specific Learning Difficulties		1	1	2		1	1				1	
	Intellectual Disability					3							
	Autism Spectrum Disorders			1									
	Attention Deficit/Hyperactivity Disorder		1										
	Physical Disability												
	Visual Impairment												
Korean	Hearing Impairment												
	Speech & Language Impairment		2				1						
	Specific Learning Difficulties												
	Intellectual Disability				1								
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder			1									
	Physical Disability												
Other Asian	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
White	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties				3	2	3	1					
	Intellectual Disability					1	1						
	Autism Spectrum Disorders		2	1			1						
Others	Attention Deficit/Hyperactivity Disorder					1	2	2					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment									1			
	Speech & Language Impairment			1		1							
	Specific Learning Difficulties		1	2	1	1		3	1	1	1		
	Intellectual Disability				2	2	1						
Others	Autism Spectrum Disorders	1	1										
	Attention Deficit/Hyperactivity Disorder	1		2		1							
	Physical Disability												
	Visual Impairment												
	Hearing Impairment			1									
	Speech & Language Impairment		2	1									
	Specific Learning Difficulties												

2014/15 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders						1						
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment		1										
	Specific Learning Difficulties			1		4		1		2			
	Intellectual Disability				1	2	1		1	2			
	Autism Spectrum Disorders			1	1	1		1	2			1	
	Attention Deficit/Hyperactivity Disorder									1			
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment			1									
	Speech & Language Impairment		3	3	1	2							
	Specific Learning Difficulties				2		1				1	1	
	Intellectual Disability		1		1	1		1	2	2		1	
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder									1			
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		2										
	Specific Learning Difficulties			7	9	4	3	3	2	3	3	1	
	Intellectual Disability		2	6	4	10	9	8	6	7	8	5	3
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder						1	1	1	1			
Nepalese	Physical Disability					1							
	Visual Impairment			1					1				
	Hearing Impairment		1				1	1			2	2	
	Speech & Language Impairment		12	9	5	3	2	1		3			1
	Specific Learning Difficulties				1	1							
	Intellectual Disability		2	1		1	3		1				
	Autism Spectrum Disorders	1											
Japanese	Attention Deficit/Hyperactivity Disorder				1					1			
	Physical Disability								1				1
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		3	2	5	4	1	1					
	Specific Learning Difficulties												
	Intellectual Disability												
Japanese	Autism Spectrum Disorders		1		1								
	Attention Deficit/Hyperactivity Disorder								1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												

Thai	Specific Learning Difficulties		1	1	1	2	1	1				1	
	Intellectual Disability						3						
	Autism Spectrum Disorders				1								
	Attention Deficit/Hyperactivity Disorder			1									
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Korean	Speech & Language Impairment			1				1	1				
	Specific Learning Difficulties												
	Intellectual Disability					1							
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
Other Asian	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties					1							
	Intellectual Disability												
	Autism Spectrum Disorders				1								
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
White	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties		1	2		3	3		1				
	Intellectual Disability						1	1					
	Autism Spectrum Disorders			2	1								
	Attention Deficit/Hyperactivity Disorder					1	1	1					
Others	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment												
	Specific Learning Difficulties			3	2	1	1			1	1	1	
	Intellectual Disability		1			2	2						
	Autism Spectrum Disorders		1	1				1					
Others	Attention Deficit/Hyperactivity Disorder				3		1		1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties												
	Intellectual Disability												

2015/16 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties				1	1	1						
	Intellectual Disability							1					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment			1									
	Specific Learning Difficulties				3		4		1		2	1	
	Intellectual Disability	2				1	3			1	1		
	Autism Spectrum Disorders	2		1	1	1	1		1	1			1
	Attention Deficit/Hyperactivity Disorder			1				1					
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment				1							1	
	Speech & Language Impairment		6	2	3	1	1		2				
	Specific Learning Difficulties				2	3						1	1
	Intellectual Disability	1		1		1	1		1	2	1		1
	Autism Spectrum Disorders	1											
	Attention Deficit/Hyperactivity Disorder				1						1		
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment					1			1				
	Speech & Language Impairment			2	1								
	Specific Learning Difficulties			3	10	12	4	3	2	2	3	3	1
	Intellectual Disability		1	4	6	4	11	13	6	7	6	6	4
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder	1						1	1	2	1		
Nepalese	Physical Disability						1						
	Visual Impairment				1					1			1
	Hearing Impairment			1	1			1	1			1	2
	Speech & Language Impairment	3	10	16	12	10	4	4		2	5	2	
	Specific Learning Difficulties			1	2	1	1		1				
	Intellectual Disability	1	2	3	1			1		1			
	Autism Spectrum Disorders	1	1	1									
Japanese	Attention Deficit/Hyperactivity Disorder	1				1					1		
	Physical Disability									1			
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		10	2	3	2	3			1		1	
	Specific Learning Difficulties												
	Intellectual Disability												
Japanese	Autism Spectrum Disorders			1									
	Attention Deficit/Hyperactivity Disorder			1						1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												

Thai	Specific Learning Difficulties			2	1	3	2	3					1
	Intellectual Disability			1				1					
	Autism Spectrum Disorders		1			1							
	Attention Deficit/Hyperactivity Disorder				1								
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Korean	Speech & Language Impairment				2					1	1		
	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
Other Asian	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties						1						
	Intellectual Disability									1			
	Autism Spectrum Disorders					1							
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
White	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties			2	3		3			1			
	Intellectual Disability		1						1				
	Autism Spectrum Disorders			1	2	1							
	Attention Deficit/Hyperactivity Disorder	1					1		1				
Others	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment		1					1					
	Specific Learning Difficulties			2	4	2	1	4		1	1	1	1
	Intellectual Disability		1				2	3					
	Autism Spectrum Disorders		1		1		1		1				
	Attention Deficit/Hyperactivity Disorder					3				1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1			1							
	Specific Learning Difficulties												
	Intellectual Disability												

2016/17 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties					2	1						
	Intellectual Disability				1				1				
	Autism Spectrum Disorders		1					1					
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment		1		1								
	Specific Learning Difficulties				1	4		2	1	1	1	1	2
	Intellectual Disability		2				2	3			1	1	
	Autism Spectrum Disorders	1	1		1	1	1		1	1	1		
	Attention Deficit/Hyperactivity Disorder			1	1							1	
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment					1							1
	Speech & Language Impairment		5	4	3	1	1			1			
	Specific Learning Difficulties					1	3						1
	Intellectual Disability	1	1		1		2	1		1	3		
	Autism Spectrum Disorders		1		1								
	Attention Deficit/Hyperactivity Disorder					1						1	
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment									1			
	Speech & Language Impairment		3	2	1	1							
	Specific Learning Difficulties			3	11	13	14	2	4	2	3	2	3
	Intellectual Disability	1	3	3	3	7	5	12	10	6	7	5	6
	Autism Spectrum Disorders	1											
	Attention Deficit/Hyperactivity Disorder		1				1	1	1		2	1	
Nepalese	Physical Disability		1					1					
	Visual Impairment										1		
	Hearing Impairment	1			1	1			1				1
	Speech & Language Impairment		4	11	17	14	9	4	3	2	1	2	1
	Specific Learning Difficulties				2	2	1		1				
	Intellectual Disability	2		2	4	1		1	1		1		
	Autism Spectrum Disorders	2	1	1	1								
Japanese	Attention Deficit/Hyperactivity Disorder		2				1					1	
	Physical Disability										1		
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		9	12	2	1	2	1			1		1
	Specific Learning Difficulties												
	Intellectual Disability												
Japanese	Autism Spectrum Disorders				1								
	Attention Deficit/Hyperactivity Disorder			1							1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												

Thai	Specific Learning Difficulties			2	4	2	3	4	2				
	Intellectual Disability			1				2					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/Hyperactivity Disorder					1	1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Korean	Speech & Language Impairment		1			1	1					1	
	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder		1	1									
	Physical Disability												
	Visual Impairment												
Other Asian	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												
	Intellectual Disability										1		
	Autism Spectrum Disorders						1						
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
White	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment				1	1							
	Specific Learning Difficulties			1	3	3							
	Intellectual Disability			1						1			
	Autism Spectrum Disorders		1		1	2	1						
	Attention Deficit/Hyperactivity Disorder		2					1		1			
Others Ethnicity	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties		1	4	4	2	1	2	3	1	1	1	1
	Intellectual Disability	1		1				5		1			
	Autism Spectrum Disorders		1	1		1		1		1			
Others Ethnicity	Attention Deficit/Hyperactivity Disorder						3				1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			1	1		1						
	Specific Learning Difficulties												
	Intellectual Disability												

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, EDB provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to EDB. Hence, the figures shown in the tables do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. “Mixed” is not classified as an ethnicity.

**Number of non-Chinese speaking (NCS) students with special educational needs (SEN)
in public sector mainstream schools
by ethnicity, SEN type and grade level in the past 4 years**

2013/14 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment												
	Specific Learning Difficulties				4	1	2		2		1		
	Intellectual Disability				2	1	2	1	1	1			1
	Autism Spectrum Disorders		2	1	1		3		1		1		1
	Attention Deficit/Hyperactivity Disorder						1		1				
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment		1										
	Speech & Language Impairment		4	1	1	1							
	Specific Learning Difficulties			1		1	1			1	1		
	Intellectual Disability				1	1	1	2	1	1	1		
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder								1				
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment		1				1						
	Speech & Language Impairment		1	3									
	Specific Learning Difficulties			3	3	2	3	4	3	3	2		1
	Intellectual Disability	1	2	2	10	7	4	6	6	8	5	2	1
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder				1		2	1	1				
Nepalese	Physical Disability				1								1
	Visual Impairment							1			1		
	Hearing Impairment					1				2	1		
	Speech & Language Impairment	1	19	9	9	3	2	1	1		1	1	
	Specific Learning Difficulties			1	1								
	Intellectual Disability	2	1			3			2				
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder			1					1				
	Physical Disability							1				1	
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			8	6	2		1		1			

Japanese	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder						1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Thai	Speech & Language Impairment												
	Specific Learning Difficulties		1	1	2		1	1				1	
	Intellectual Disability					3							
	Autism Spectrum Disorders			1									
	Attention Deficit/Hyperactivity Disorder		1										
	Physical Disability												
	Visual Impairment												
Korean	Hearing Impairment												
	Speech & Language Impairment		2				1						
	Specific Learning Difficulties												
	Intellectual Disability				1								
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder			1									
	Physical Disability												
Other Asian	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
White	Physical Disability												
	Visual Impairment												
	Hearing Impairment									1			
	Speech & Language Impairment			1		1							
	Specific Learning Difficulties				3	2	3	1					
	Intellectual Disability					1	1						
	Autism Spectrum Disorders		2	1			1						
Others	Attention Deficit/Hyperactivity Disorder					1	2	2					
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties		4	5	4	4	2	3	3	3	1		1
	Intellectual Disability			3	2	2	2	1					
Others	Autism Spectrum Disorders	2	1	3	2								1
	Attention Deficit/Hyperactivity Disorder	1	1	3	1	1	1			1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment			1									1
	Speech & Language Impairment		4	1	1	1							
	Specific Learning Difficulties												

2014/15 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders						1						
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment		1										
	Specific Learning Difficulties			1		4		1		2			
	Intellectual Disability				1	2	1		1	2			
	Autism Spectrum Disorders			1	1	1		1	2			1	
	Attention Deficit/Hyperactivity Disorder									1			
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment			1									
	Speech & Language Impairment		3	3	1	2							
	Specific Learning Difficulties				2		1				1	1	
	Intellectual Disability		1		1	1		1	2	2		1	
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder									1			
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment							1					
	Speech & Language Impairment		2										
	Specific Learning Difficulties			7	9	4	3	3	2	3	3	1	
	Intellectual Disability		2	6	4	10	9	8	6	7	8	5	3
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder						1	1	1	1			
Nepalese	Physical Disability					1							
	Visual Impairment			1					1				
	Hearing Impairment		1				1	1			2	2	
	Speech & Language Impairment		12	9	5	3	2	1		3			1
	Specific Learning Difficulties				1	1							
	Intellectual Disability		2	1		1	3		1				
	Autism Spectrum Disorders	1											
Japanese	Attention Deficit/Hyperactivity Disorder				1					1			
	Physical Disability								1				1
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		3	2	5	4	1	1					
	Specific Learning Difficulties												
	Intellectual Disability												
Japanese	Autism Spectrum Disorders		1		1								
	Attention Deficit/Hyperactivity Disorder								1				
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												

Thai	Specific Learning Difficulties		1	1	1	2	1	1				1	
	Intellectual Disability						3						
	Autism Spectrum Disorders				1								
	Attention Deficit/Hyperactivity Disorder			1									
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Korean	Speech & Language Impairment			1				1	1				
	Specific Learning Difficulties												
	Intellectual Disability					1							
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
Other Asian	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties					1							
	Intellectual Disability												
	Autism Spectrum Disorders				1								
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
White	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties		1	2		3	3		1				
	Intellectual Disability						1	1					
	Autism Spectrum Disorders			2	1								
	Attention Deficit/Hyperactivity Disorder					1	1	1					
Others	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment												
	Specific Learning Difficulties			7	6	5	4	3		3	3	1	
	Intellectual Disability		1		1	3	2	1	1				
	Autism Spectrum Disorders	2	3	1	3	2		2		1			
	Attention Deficit/Hyperactivity Disorder			2	4		1		1		1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		2	1		1							1

2015/16 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties				1	1	1						
	Intellectual Disability							1					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment			1									
	Specific Learning Difficulties				3		4		1		2	1	
	Intellectual Disability	2				1	3			1	1		
	Autism Spectrum Disorders	2		1	1	1	1		1	1			1
	Attention Deficit/Hyperactivity Disorder			1				1					
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment				1							1	
	Speech & Language Impairment		6	2	3	1	1		2				
	Specific Learning Difficulties				2	3						1	1
	Intellectual Disability	1		1		1	1		1	2	1		1
	Autism Spectrum Disorders	1											
	Attention Deficit/Hyperactivity Disorder				1						1		
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment					1			1				
	Speech & Language Impairment			2	1								
	Specific Learning Difficulties			3	10	12	4	3	2	2	3	3	1
	Intellectual Disability		1	4	6	4	11	13	6	7	6	6	4
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder	1						1	1	2	1		
Nepalese	Physical Disability						1						
	Visual Impairment				1					1			1
	Hearing Impairment			1	1			1	1			1	2
	Speech & Language Impairment	3	10	16	12	10	4	4		2	5	2	
	Specific Learning Difficulties			1	2	1	1		1				
	Intellectual Disability	1	2	3	1			1		1			
	Autism Spectrum Disorders	1	1	1									
Japanese	Attention Deficit/Hyperactivity Disorder	1				1					1		
	Physical Disability									1			
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		10	2	3	2	3			1		1	
	Specific Learning Difficulties												
	Intellectual Disability												
Japanese	Autism Spectrum Disorders			1									
	Attention Deficit/Hyperactivity Disorder			1						1			
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												

Thai	Specific Learning Difficulties			2	1	3	2	3					1
	Intellectual Disability			1				1					
	Autism Spectrum Disorders		1			1							
	Attention Deficit/Hyperactivity Disorder				1								
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Korean	Speech & Language Impairment				2					1	1		
	Specific Learning Difficulties												
	Intellectual Disability						1						
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
Other Asian	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties						1						
	Intellectual Disability									1			
	Autism Spectrum Disorders					1							
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
White	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties			2	3		3			1			
	Intellectual Disability		1						1				
	Autism Spectrum Disorders			1	2	1							
	Attention Deficit/Hyperactivity Disorder	1					1		1				
Others	Physical Disability												
	Visual Impairment												
	Hearing Impairment										1		
	Speech & Language Impairment		1					1					
	Specific Learning Difficulties			7	10	7	6	10	4	2	4	2	1
	Intellectual Disability		1				2	4					
	Autism Spectrum Disorders	1	3	3	1	3	3		2		1		
	Attention Deficit/Hyperactivity Disorder				1	5				2		1	
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		2	1	1	2	2						

2016/17 school year

Ethnicity	SEN type	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	Specific Learning Difficulties					2	1						
	Intellectual Disability				1				1				
	Autism Spectrum Disorders		1					1					
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Filipino	Speech & Language Impairment		1		1								
	Specific Learning Difficulties				1	4		2	1	1	1	1	2
	Intellectual Disability		2				2	3			1	1	
	Autism Spectrum Disorders	1	1		1	1	1		1	1	1		
	Attention Deficit/Hyperactivity Disorder			1	1							1	
	Physical Disability												
	Visual Impairment												
Indian	Hearing Impairment					1							1
	Speech & Language Impairment		5	4	3	1	1			1			
	Specific Learning Difficulties					1	3						1
	Intellectual Disability	1	1		1		2	1		1	3		
	Autism Spectrum Disorders		1		1								
	Attention Deficit/Hyperactivity Disorder					1						1	
	Physical Disability												
Pakistani	Visual Impairment												
	Hearing Impairment									1			
	Speech & Language Impairment		3	2	1	1							
	Specific Learning Difficulties			3	11	13	14	2	4	2	3	2	3
	Intellectual Disability	1	3	3	3	7	5	12	10	6	7	5	6
	Autism Spectrum Disorders	1											
	Attention Deficit/Hyperactivity Disorder		1				1	1	1		2	1	
Nepalese	Physical Disability		1					1					
	Visual Impairment										1		
	Hearing Impairment	1			1	1			1				1
	Speech & Language Impairment		4	11	17	14	9	4	3	2	1	2	1
	Specific Learning Difficulties				2	2	1		1				
	Intellectual Disability	2		2	4	1		1	1		1		
	Autism Spectrum Disorders	2	1	1	1								
Japanese	Attention Deficit/Hyperactivity Disorder		2				1					1	
	Physical Disability										1		
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		9	12	2	1	2	1			1		1
	Specific Learning Difficulties												
	Intellectual Disability												
Japanese	Autism Spectrum Disorders				1								
	Attention Deficit/Hyperactivity Disorder			1							1		
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												

Thai	Specific Learning Difficulties			2	4	2	3	4	2				
	Intellectual Disability			1				2					
	Autism Spectrum Disorders			1			1						
	Attention Deficit/Hyperactivity Disorder					1	1						
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
Korean	Speech & Language Impairment		1			1	1					1	
	Specific Learning Difficulties												
	Intellectual Disability												
	Autism Spectrum Disorders												
	Attention Deficit/Hyperactivity Disorder		1	1									
	Physical Disability												
	Visual Impairment												
Other Asian	Hearing Impairment												
	Speech & Language Impairment												
	Specific Learning Difficulties												
	Intellectual Disability										1		
	Autism Spectrum Disorders						1						
	Attention Deficit/Hyperactivity Disorder												
	Physical Disability												
White	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment				1	1							
	Specific Learning Difficulties			1	3	3							
	Intellectual Disability			1						1			
	Autism Spectrum Disorders		1		1	2	1						
	Attention Deficit/Hyperactivity Disorder		2					1		1			
Others	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment		1										
	Specific Learning Difficulties		1	5	10	8	7	4	6	7	8	4	3
	Intellectual Disability	2		1				6	1	1			
	Autism Spectrum Disorders		2	2	3	1	2	1		1		1	
	Attention Deficit/Hyperactivity Disorder				1	1	6				2		1
	Physical Disability												
	Visual Impairment												
	Hearing Impairment												
	Speech & Language Impairment			2	1		1	1	1				
	Specific Learning Difficulties												
	Intellectual Disability												

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, EDB provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to EDB. Hence, the figures shown in the tables do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. “Mixed” is not classified as an ethnicity.

**Number of schools provided with the additional funding
(by school type and number of non-Chinese speaking (NCS) students) and the
expenditure involved
from the 2014/15 to 2017/18 school years**

School year	Public Sector Schools and Direct Subsidy Scheme Schools			Special Schools			Total expenditure (\$ million)
	Number of NCS Students	Number of Schools	Expenditure (\$ million)	Number of NCS Students	Number of Schools	Expenditure (\$ million)	
2014/15	Less than 10	58	2.9	Less than 6	8	0.4	197.8
	10 or above	173	179.05	6 or above	23	15.4	
2015/16	Less than 10	83	4.15	Less than 6	9	0.45	224.0
	10 or above	197	202.5	6 or above	25	16.85	
2016/17	Less than 10	179	8.95	Less than 6	14	0.7	245.1
	10 or above	216	219.25	6 or above	24	16.2	
2017/18	Less than 10	202	10.1	Less than 6	15	0.75	258.5
	10 or above	228	230.8	6 or above	25	16.85	

Notes:

1. Figures cover NCS students in public sector schools, Direct Subsidy Scheme schools offering the local curriculum and special schools.
2. Figures for the 2017/18 school year (including number of schools and expenditure) are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB321

(Question Serial No. 4592)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

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 EDB is “committed to encouraging and supporting non-Chinese speaking (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 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 EDB 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 2014/15, 2015/16 and 2016/17;
- (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 2014/15, 2015/16 and 2016/17;
- (d) the list of information disseminated or publications published by EDB, including its blogs, webpages, school directories, reports on schools’ qualities and videos, particularly those that inform parents and students of their school choice, that are only available in Chinese but not English;

- (e) the list of information disseminated or publications published by EDB, including its school directories and reports on schools' qualities, particularly those that inform parents and students of their school choice, that are available in both printed and web versions for the Chinese language but only in web version for the English language (i.e. without the printed English version);
- (f) the list of information disseminated or publications published by EDB, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are available in languages other than Chinese and English, and what languages they are available in, location where this information can be accessed;
- (g) if some information about schools and the education system given by EDB is available in Chinese only, how NCS parents can make an informed school choice for their children and whether EDB can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice;
- (h) how will EDB improve its communication with NCS parents and better promote EDB policies and school information to parents given not all information is equally bilingual; and
- (i) what means have EDB adopted to disseminate the relevant information and leaflet to NCS parents (e.g. list out number of locations where NCS parents can access these leaflets).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1084)

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 the parents of non-Chinese speaking (NCS) children. As a starting point, in 2014, one dedicated briefing session for parents of NCS children 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 and 2017, 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 parents of NCS children. Information on the briefing sessions was further disseminated through the ethnic minority (EM) newspapers in 2017. In the above-mentioned two years, 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 and 2017 was 157 and 86 respectively. Simultaneous interpretation services in major EM languages were provided to the participants as appropriate in all the above-mentioned briefing sessions. In addition to directly reaching out to the parents of NCS children 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 their 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 parents of NCS students and briefing sessions for parents of NCS students in individual kindergartens or primary schools upon their requests. A total of nine sessions on POA which were open to all parents of NCS students were organised in each of the school years from 2014/15 to 2016/17 in Kwun Tong and Kowloon City, which are easily accessible to parents. The number of participating parents in the briefing sessions was 316, 311 and 269 in the 2014/15, 2015/16 and 2016/17 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 their parents, one briefing session open to all parents of NCS students was organised in Sham Shui Po in each of the school years from 2014/15 to 2016/17. The number of participating parents was 66, 73 and 68 in the 2014/15, 2015/16 and 2016/17 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)&(i) 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. For the series of information and publications published in Chinese and English, we also provide NCS students and their parents with translations in major EM languages. Relevant details and the locations where the information can be accessed are tabulated at Annex.
- (g)&(h) As elucidated in (f) and (i) above, information about the education system and schools published by EDB is not in Chinese only. 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 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 school visits for parents on a school/district basis to enable them (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 Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department.

Moreover, starting from the 2014/15 school year, EDB has provided all public sector and Direct Subsidy Scheme schools offering the local curriculum and 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. 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 the parents of NCS students and organise multi-cultural activities.

Information or publications published by the Education Bureau (EDB) as mentioned in part (f) and (i)	Language versions besides English and Chinese	Locations where the information can be accessed
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	<ul style="list-style-type: none"> • Regional Education Offices, School Places Allocation Section, and Placement and Support Section of EDB • Federations of Parent-Teacher Associations of all districts • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of Home Affairs Department (HAD) • Maternal and Child Health Centres of Department of Health (DH) • Respective consulate generals
Notes on Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Leaflet on Free Quality Kindergarten Education Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Poster on Free Quality Kindergarten Education Scheme - 2018/19 School Year Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Leaflet on Free Quality Kindergarten Education Policy - Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	EDB YouTube Channel

Information or publications published by the Education Bureau (EDB) as mentioned in part (f) and (i)	Language versions besides English and Chinese	Locations where the information can be accessed
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	<ul style="list-style-type: none"> • Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency • Website of SFO • Primary and secondary schools • Kindergartens and child care centres • District Social Welfare Offices of the Social Welfare Department (SWD) • Regional Education Offices of EDB • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD • Maternal and Child Health Centres of DH
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	<ul style="list-style-type: none"> • SFO • Website of SFO • Primary and secondary schools • Kindergartens and child care centres • District Social Welfare Offices of SWD • Regional Education Offices of EDB • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD
Information Note on Grant for School-related Expenses to Kindergarten Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	<ul style="list-style-type: none"> • SFO • Website of SFO • Primary and secondary schools • Kindergartens and child care centres • District Social Welfare Offices of SWD • Regional Education Offices of EDB • Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD • Maternal and Child Health Centres of DH
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB
Knowing More About Children's Learning - Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Website of EDB

Information or publications published by the Education Bureau (EDB) as mentioned in part (f) and (i)	Language versions besides English and Chinese	Locations where the information can be accessed
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Kindergartens and child care centres where the students attend
Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Kindergartens and child care centres where the students attend
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Send to all parents whose children participate in Central Allocation by mail
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Support Service Centres for Ethnic Minorities
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	Website of EDB
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Primary schools participating in Secondary School Places Allocation
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali	Primary schools participating in Secondary School Places Allocation
Applied Learning Chinese (for non-Chinese speaking students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB

- End -

CONTROLLING OFFICER'S REPLY

EDB322

(Question Serial No. 4593)

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 Ingrid YEUNG)

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, 2016 and 2017, "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 2014/15, 2015/16, 2016/17 and 2017/18 school years admission respectively;
- (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, 2016/17 and 2017/18 school years admission 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 when non-Chinese speaking ("NCS") parents wanted schools with English as a medium of instruction ("MOI") rather than schools that traditionally accept a large number of NCS students[1]? Will the Government consider extending the list to cover either schools that use English as MOI for NCS students or schools that has accepted NCS students? If no, the reasons;
- (d) the number of public primary schools (including DSS schools) which received grants to support NCS students in Chinese learning in the past 4 years; and

- (e) the number of public primary schools that offer English as the primary MOI for non-language subjects, the number of public primary schools which make MOI adjustment for NCS students and their respective additional funding involved (if applicable).

[1] Para 28 and 29, Panel on Education, minutes of meeting of the public hearing on 9 Jan, 2006, LC Paper No. CB(2)1044/05-06 -
<http://www.legco.gov.hk/yr05-06/english/panels/ed/minutes/ed060109.pdf>

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1085)

Reply:

- (a) The number of applicants who chose the option “Cannot use Chinese as learning medium” on the application form for Primary One Admission (POA) is 679, 700, 756 and 648 in the 2014/15, 2015/16, 2016/17 and 2017/18 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%, 46.4% and 43.5% in the 2014/15, 2015/16, 2016/17 and 2017/18 school years respectively.
- (c) & (e) The current arrangement of providing the list of primary schools traditionally admitting more non-Chinese speaking (NCS) students (i.e. Appendix 3) in the “Notes on How to Complete the Application Form for Admission to Primary One” (the Notes) for POA mainly aims to cater for the needs of the parents of NCS students. The Education Bureau (EDB) revised the Central Allocation arrangements for NCS students in POA 2004 to enable all NCS students, like their Chinese-speaking counterparts, to choose only primary schools from the Choice of Schools List of their residing school net under Part B of Central Allocation, so that they may benefit from an immersed Chinese language environment of the “mainstream” primary schools to facilitate their adaptation to the local curriculum and integration into the community. However, some parents whose NCS children were allocated to “mainstream” primary schools were worried about this arrangement. To balance different interests and concerns, EDB has adopted the prevailing arrangements since POA 2005. Parents of NCS students may indicate in the POA application form that the applicant child “Cannot use Chinese as learning medium” so that they can also choose in Part B of Central Allocation primary schools traditionally admitting more NCS students in other school nets, i.e. those listed in Appendix 3 of the Notes, in addition to the schools within their residing school net. Stakeholders generally agree to such arrangements.

To avoid the misunderstanding of parents of NCS students that they can only choose the schools listed in Appendix 3 and to encourage them to choose “mainstream” primary schools, EDB has included in Note 3 of the Notes a message to encourage parents of NCS applicant children to choose schools with an immersed Chinese language environment to facilitate their learning of the

Chinese language, and to remind these parents that the majority of public sector schools (including the primary schools within their residing school net) provide an immersed Chinese language environment. EDB has stated clearly that the schools listed in Appendix 3 are only for the reference of parents who are still in need. We will keep in view the needs of parents of NCS students in respect of school selection, continue to listen to the views of various sectors on the POA mechanism (including the retention of Appendix 3), and make timely improvement when necessary.

Public sector primary schools mostly adopt Chinese as the medium of instruction, which is conducive to the creation of an immersed Chinese language environment to help NCS students learn the Chinese language and adapt to the local education system. EDB has not compiled statistics on public sector primary schools adopting English as the primary medium of instruction in non-language subjects, or adapting the medium of instruction for NCS students.

- (d) 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 and the creation of an inclusive environment in schools. In this connection, 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, the respective number of these schools is 173, 197, 216 and 228. 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”. Based on the experience of the schools concerned, additional support in learning Chinese is mainly provided after school or during school holidays as appropriate. 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 Chinese Language classes. In the 2014/15, 2015/16, 2016/17 and 2017/18 school years, 58, 83, 179 and 202 (provisional) schools received additional funding for the provision of after-school support programmes respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB323****(Question Serial No. 4594)**

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 Ingrid YEUNG)

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 inform the Council:

- (1) Please tabulate by district, the number of primary and secondary schools (government, aided and DSS) with “0”, “1 to 9”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90”, and “91 and above” and the percentage of non-Chinese speaking (“NCS”) students among all students of these schools from the 2014/15 to 2017/18 school years.
- (2) Please tabulate by district, the number of primary and secondary schools where NCS students account for “0%”, “> 0% – 10%”, “> 10% – 20%”, “> 20% – 30%”, “> 30% – 40%”, “> 40% – 50%”, “> 50% – 60%”, “> 60% – 70%”, “> 70% – 80%”, “> 80% – 90%”, and “more than 90%” of the student population from the 2014/15 to 2017/18 school years.
- (3) Please tabulate by district, the number of primary and secondary schools where ethnic minority students account for “0%”, “> 0% – 10%”, “> 10% – 20%”, “> 20% – 30%”, “> 30% – 40%”, “> 40% – 50%”, “> 50% – 60%”, “> 60% – 70%”, “> 70% – 80%”, “> 80% – 90%”, and “more than 90%” of the student population from 2014/15 to 2017/18.
- (4) If the Government cannot provide the data above by district, please inform the Council of the reasons and how the Government can monitor whether there is de facto racial segregation in the education system?
- (5) 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, please 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 high concentration of ethnic minority students in certain schools is a result of parental choice?

Reply:

- (1) to (3) 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 individual schools, as well as the respective percentage of NCS students and NCS ethnic minority (EM) students among all students of individual schools ranging from “0%”, “>0% - 10%”, “>10% - 20%”, “>20% - 30%”, “>30% - 40%”, “>40% - 50%”, “>50% - 60%”, “>60% - 70%”, “>70% - 80%”, “>80% - 90%” and “>90%” from the 2014/15 to 2017/18 school years are tabulated at Annex A, Annex B and Annex C respectively. Since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students, the two sets of data at Annex B and Annex C are not comparable.
- (4) 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. . Hence, we will not provide data by district.

Although data by district is not provided, Annex B has shown the percentage of NCS students among all students of these schools. We also note the concern about the higher 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. 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. EDB has, starting from the 2014/15 school year, allocated about \$200 million 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. In this connection, 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 an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted.

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.

- (5) 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 D. 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. Parents of NCS students, like other parents, are encouraged to join the on-site visits organized by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to make informed 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 will also continue to encourage schools to keep on enriching the contents of their 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 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 (by the number of NCS students) and
the percentage of NCS students among all students of individual schools
from the 2014/15 to 2017/18 school years**

School Year	Number of schools/ Percentage of NCS students among all students in individual 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 School								
2014/15	Number of schools	152	221	49	18	6	3	24
	Percentage of NCS students among all students in individual 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 in individual 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 in individual 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%
2017/18	Number of schools	150	203	63	22	8	2	27
	Percentage of NCS students among all students in individual schools	0%	0.1%-7.2%	1.1%-11.1%	3.2%-32.8%	7.0%-40.0%	20.8%-33.6%	16.2%-99.0%
Secondary School								
2014/15	Number of schools	189	193	36	11	3	1	23
	Percentage of NCS students among all students in individual 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 in individual 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 in individual schools	0%	0.1%-2.4%	1.3%-7.4%	2.9%-9.9%	4.5%-26.1%	37.1%	13.0%-99.1%
2017/18	Number of schools	162	184	56	16	7	3	25
	Percentage of NCS students among all students in individual schools	0%	0.1%-2.9%	0.9%-11.4%	3.4%-7.7%	4.3%-26.5%	11.4%-49.5%	14.3%-99.4%

Notes:

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

**Number of schools with non-Chinese speaking (NCS) students
(by the percentage of NCS students among all students of individual schools)
from the 2014/15 to 2017/18 school years**

Percentage of NCS students among all students of individual schools	Number of primary schools				Number of secondary schools			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
0%	152	146	150	150	189	175	180	162
>0% - 10%	278	289	284	282	240	251	245	259
>10% - 20%	12	8	8	11	5	3	3	6
>20% - 30%	8	9	11	9	7	7	6	5
>30% - 40%	2	2	4	7	2	3	4	3
>40% - 50%	3	3	2	3	3	3	2	3
>50% - 60%	2	4	3	0	1	3	4	5
>60% - 70%	3	2	2	2	3	3	3	1
>70% - 80%	3	3	2	2	2	2	3	5
>80% - 90%	3	3	4	6	2	2	2	2
>90%	7	6	5	3	2	2	2	2

Notes:

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

**Number of schools with non-Chinese speaking ethnic minority (NCS EM) students
(by the percentage of NCS EM students among all students of individual schools)
from the 2014/15 to 2017/18 school years**

Percentage of NCS EM students among all students of individual schools	Number of primary schools				Number of secondary schools			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
0%	172	164	164	162	216	196	199	175
>0% - 10%	261	271	271	274	214	230	226	249
>10% - 20%	13	12	11	10	5	3	5	5
>20% - 30%	4	7	8	8	6	7	4	3
>30% - 40%	3	1	4	6	2	3	4	3
>40% - 50%	4	3	2	2	3	3	2	4
>50% - 60%	0	3	2	0	2	3	3	3
>60% - 70%	4	2	2	2	2	3	4	3
>70% - 80%	3	3	2	3	2	1	3	3
>80% - 90%	3	3	4	5	1	2	1	2
>90%	6	6	5	3	2	2	2	2

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover public sector and Direct Subsidy Scheme (DSS) schools (among which 1 of the DSS schools offering non-local curriculum is excluded for not having provided information on students' ethnicity). 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 NCS students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

Information or publications published by the Education Bureau as mentioned in part (5)	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 Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Free Quality Kindergarten Education Scheme – 2018/19 School Year Application for 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	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Free Quality Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on 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
Knowing More About Children's Learning – Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

Information or publications published by the Education Bureau as mentioned in part (5)	Language versions besides English and Chinese
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, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 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, Punjabi (Indian)

- End -

CONTROLLING OFFICER'S REPLY

EDB324

(Question Serial No. 4623)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Committee of the following:

1. What were the numbers of school-age young people/children who needed to change school due to domestic violence in each of the past 5 years? 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, what are the details? If no, what are the reasons? and
4. Has expenditure been earmarked for students who need to change school due to domestic violence for the next school year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2016)

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. The EDB provides placement assistance to school-age children upon request. If there is information indicating that the school transfer warrants schools' particular attention, the 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, the EDB has collaborated with the 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 the EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for Secondary 2 to Secondary 5 students. The 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 the EDB in delivering their guidance service as well as to strengthen their parent education programmes and parent-child activities.

4. The 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

EDB325

(Question Serial No. 4624)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 2017)

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**EDB326****(Question Serial No. 4625)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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; and

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. (LegCo use): 2018)

Reply:

1. & 2.

The Education Bureau (EDB) does not collect information on specific reasons for individual students' transfer to another school. In general, students may change schools due to different reasons, such as moving house, family reasons and adaptation problem, etc.. A breakdown of the information on primary and secondary students having transferred to other schools by whether or not the students are with special educational needs (SEN) does not necessarily give a true picture for reference.

3.

The 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, with SEN or changes in family status that warrant schools' particular attention, the EDB will contact the schools concerned for appropriate arrangement to cater for the needs of the students. Schools currently adopt the Whole School Approach to provide a variety of preventive, developmental and remedial guidance programmes, such as adjustment programmes, peer support scheme and group counselling, 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, the 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**EDB327****(Question Serial No. 4626)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.

	No. of students requiring tier-1 support	No. of students requiring tier-2 support	No. 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. (LegCo use): 2019)

Reply:

All schools are required to adopt the Whole School Approach to provide support to their students 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, 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 for each of these students. To help public sector mainstream schools cater for students with special educational needs (SEN),

the Education Bureau (EDB) has been providing these schools with additional resources on top of regular subvention, 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 and tier-3 support. The tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the students' performance and their prevailing needs for support. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for the LSG by number of students with SEN requiring tier-2 and tier-3 support respectively is set out at Appendix 1.

The number of students with SEN studying in public sector mainstream primary and secondary schools by SEN type for the past 5 school years (i.e. from 2013/14 to 2017/18) is set out at Appendix 2.

Table 1

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant
by number of students with special educational needs (SEN) requiring tier-2 support
from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-2 support	No. of schools				
	2013/14	2014/15	2015/16	2016/17	2017/18
0	18	8	2	3	10
1-10	125	107	96	68	91
11-20	100	100	98	103	90
21-30	86	88	84	82	76
31-40	100	83	82	74	81
41-50	88	99	85	88	87
51-60	71	83	76	81	86
61-70	45	40	54	62	62
71-80	14	31	44	47	42
81-90	14	19	24	24	33
91-100	10	9	17	26	26
Over 100	12	20	30	38	56

Table 2

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant
by number of students with special educational needs (SEN) requiring tier-3 support
from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-3 support	No. of schools				
	2013/14	2014/15	2015/16	2016/17	2017/18
0	129	131	119	111	126
1-5	524	527	547	554	579
6-10	23	19	16	19	21
11-15	2	3	4	5	4
16-20	0	0	1	3	4
Over 20	5	7	5	4	6

**Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools
by major SEN types from the 2013/14 to 2017/18 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
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
2017/18	20 710	1 520	8 710	10 530	290	110	690	2 800

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB328****(Question Serial No. 4627)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 2020)

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. 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 (EDB) 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 Secondary One students with special educational needs (SEN) studying in public sector mainstream secondary schools by SEN type in the past 5 years (from the 2013/14 to 2017/18 school years) is tabulated at Appendix. However, like other SSPA applicants, we do not have the number of students with SEN (by SEN type) studying in secondary schools of different “banding”.

**Number of Secondary One students with special educational needs
studying in public sector mainstream secondary schools by SEN type
from the 2013/14 to 2017/18 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
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
2017/18	2 248	126	755	1 277	27	4	50	171

Note:

Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB329

(Question Serial No. 4628)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of:

1. the percentage (under 5%, 5-10%, 11-20%, 21-30%, above 30%) of Learning Support Grant (LSG) clawed back from schools in each of the past 5 years;
2. the amount of LSG clawed back and the number of schools concerned in each of the past 5 years; and
3. the total amount of LSG clawed back.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2021)

Reply:

1. to 3.

We encourage public sector mainstream schools 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 (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 (applicable to aided and caput schools) or financial year (applicable to 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 2012/13, 2013/14, 2014/15 and 2015/16 school years (aided and caput schools)/2012-13, 2013-14, 2014-15 and 2015-16 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 was about \$14.70 million. As the amount to be clawed back from aided and caput schools for the 2016/17 school year will be confirmed only after the schools' submission of audited

accounts by end of February 2018 and verification by the Education Bureau, we are unable to provide the claw-back information for the 2016/17 school year and beyond. With our stepped-up efforts to monitor the utilisation of LSG by schools, the surplus situation of LSG in schools has been improved in recent years. 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 supporting students with SEN, organising experience sharing activities among schools, and issuing reminders to individual schools concerned for making improvement should undesirable situation be detected.

No. of schools ^{Note 2} Claw-back percentage and amount	2012/13 school year (aided and caput schools)/ 2012-13 financial year (government schools)	2013/14 school year (aided and caput schools)/ 2013-14 financial year (government schools)	2014/15 school year (aided and caput schools)/ 2014-15 financial year (government schools)	2015/16 school year (aided and caput schools)/ 2015-16 financial year (government schools)
Under 5%	37	27	33	18
5–10%	23	17	15	2
11–20%	24	17	17	8
21–30%	15	9	6	2
Over 30%	41	29	15	3
LSG claw-back amount (\$ million)	5.9	3.5	3.9	1.4

Notes:

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.
2. The figures denote the position as at March 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB330

(Question Serial No. 4629)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the following:

- (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)? and
- (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. (LegCo use): 2022)

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 individual circumstances and support needs. Under the Model, students with transient or mild learning difficulties are provided with tier-1 support; students with persistent learning difficulties are provided with tier-2 support; 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 such as 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 as needed. 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 arranged as well as their performance and progress for regular review and adjustment of the tier of support required as appropriate. The tier 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, providing information relating to the details of students with IEP is not meaningful.

- End -

CONTROLLING OFFICER'S REPLY**EDB331****(Question Serial No. 4630)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

With regard to the admission of students with special needs by primary and secondary schools in 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		
More than 50		

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2023)Reply:

The number of primary and secondary schools by number of students with special educational needs (SEN) from the 2013/14 to 2017/18 school years is set out at the Appendix.

No. of students with SEN (Note)	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	2	0	0	0	0	0	0	0	0
1-5	5	35	5	24	5	14	1	8	1	3
6-10	18	52	13	51	13	37	10	29	7	19
11-20	45	80	31	73	29	73	30	64	25	64
21-30	78	41	82	46	50	57	38	63	30	62
31-40	106	21	106	32	110	30	73	32	68	43
41-50	95	29	89	21	87	22	99	27	95	25
More than 50	106	133	126	145	160	157	203	167	228	173

Note: Figures as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB332****(Question Serial No. 4631)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the Government inform this Committee of:

1. the number of reported cases of bullying in school received by the Education Bureau (EDB) and the number of students with and without special educational needs respectively in the past 5 years; and
2. 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. (LegCo use): 2024)Reply:

1. Based on the information retrieved from EDB's annual questionnaire survey on guidance and discipline cases 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 2012/13 to the 2016/17 school years) is as follows:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Number of students involved in school bullying cases (students with SEN)	257 (26)	254 (20)	214 (23)	204 (30)	124 (48)

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. EDB has also put in place a mechanism to deal with and intervene in special cases. Whether direct investigation, handling and follow-up actions are necessary will be determined in the light of the nature and seriousness of the 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. Teaching/promotional materials, an anti-bullying charter and training for Peace Ambassadors on conflict management and peer mediation skills are provided to schools to organise Anti-bullying Day/Week, aiming to guide students in applying empathy to understand the impact of bullying on others and its possible consequences. EDB has also launched the Harmonious School Net and the Wise NET School Recognition Scheme for inter-school sharing of information and organising mass programmes so as to assist schools in need to cultivate a harmonious and caring school culture.

We have noticed from the figures of the past five years that there has been an increase in school bullying cases involving students with SEN in recent years. Apart from carrying on with our work in guidance and discipline in schools, we will strengthen the promotion of activities related to anti-bullying and respect for others to cultivate students' respect for differences and their due attitude to get along with others. To facilitate students with SEN to integrate into their school life, EDB will also continue to encourage schools to adopt the Whole School Approach to integrated education. Through peer support programmes, circle of friends, learning groups, 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

EDB333

(Question Serial No. 4632)

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 Ingrid YEUNG)

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 tabulate the expenditure of each year:

- (1) the comparison among the unit cost of each type of special school, the unit cost for supporting students with special needs studying in mainstream schools and the unit cost of supporting 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. (LegCo use): 2025)

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) will 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 2013/14 to 2017/18 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. The unit cost of each subsidised place in aided primary and secondary schools from 2013-14 to 2017-18 is set out at Appendix 2.

The average unit cost of each type of special schools from the 2013/14 to 2017/18 school years and the percentage share of the expenditure on special education in the overall education expenditure from 2013-14 to 2017-18 are set out in Part I and Part II of Appendix 3.

**Total expenditure on additional support and services provided for
students with special educational needs in public sector mainstream schools
from the 2013/14 to 2017/18 school years
(on top of the regular subvention)**

School Year	Expenditure (\$ million)
2013/14	1,075
2014/15	1,222
2015/16	1,310
2016/17	1,392
2017/18 (Revised Estimate)	1,667

**Unit cost of each subsidised place in
aided primary and secondary schools
from 2013-14 to 2017-18**

Financial Year	Primary School	Secondary School
2013-14	\$47,186	\$53,987
2014-15	\$51,645	\$61,422
2015-16	\$55,123	\$68,703
2016-17	\$57,417	\$75,360
2017-18 (Revised Estimate)	\$59,650	\$80,410

Part I**Average unit cost of each type of special schools from the 2013/14 to 2017/18 school years**

School Year School Type	2013/14	2014/15	2015/16	2016/17	2017/18
Visual Impairment	\$229,000	\$258,500	\$293,000	\$320,000	\$359,000
Hearing Impairment	\$262,500	\$279,000	\$293,000	\$306,000	\$343,500
Physical Disability	\$254,000	\$279,000	\$294,000	\$314,000	\$334,000
Mild Intellectual Disability	\$145,500	\$171,000	\$171,500	\$177,000	\$195,500
Moderate Intellectual Disability	\$218,000	\$239,500	\$253,000	\$260,000	\$285,500
Severe Intellectual Disability	\$281,000	\$313,000	\$329,000	\$342,000	\$361,500
School for Social Development	\$134,000	\$149,000	\$164,000	\$181,000	\$200,000
Hospital School	\$153,000	\$167,500	\$178,000	\$186,000	\$198,500

Part II**Percentage share of the expenditure on special education in the overall education expenditure from 2013-14 to 2017-18**

Financial Year	2013-14	2014-15	2015-16	2016-17	2017-18 (Revised Estimate)
Percentage Share (%)	2.4	2.8	2.9	3.3	3.3

- End -

CONTROLLING OFFICER'S REPLY

EDB334

(Question Serial No. 4633)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of:

1. the most common services currently provided by schools for students with various special educational needs; and
2. the services currently provided by educational psychologists for students with special educational needs in primary and secondary schools.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2026)

Reply:

1.

To support public sector primary and secondary schools to cater for their students with special educational needs (SEN), the Education Bureau (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 SEN, 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 school-based speech therapy, other specialist services, training groups on social/communication/executive 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, the 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 the EDB pay regular visits to

schools to render professional advice on their school policies and support measures, teaching strategies, resource deployment, etc. The EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training, developing 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 each school.

2.

In the 2017/18 school year, a total of 454 public sector primary schools and 389 public sector secondary schools ^(Note) are provided with the School-based Educational Psychology Service (SBEPS), with 1 educational psychologist (EP) serving 6 to 10 schools (including both primary and secondary schools). EPs pay regular visits to schools to provide service at the school system, teacher support and student support levels, including provision of assessment and intervention services for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and measures for supporting students with diverse educational needs.

The Government has further enhanced the SBEPS (Enhanced SBEPS) by progressively improving the ratio of EP to school to 1:4 for public sector primary and secondary schools with a large number of students with SEN from the 2016/17 school year. The Enhanced SBEPS has covered 80 primary and secondary schools in the 2017/18 school year as planned, and will extend to about 120 primary and secondary schools in the 2018/19 school year.

Note: The number of secondary schools excludes three schools which only provide courses for students from other schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB335

(Question Serial No. 4634)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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; and
3. whether the Government will consider formulating a package of overarching policies and allocating additional resources to enable post-secondary institutions to enhance their support for students with special educational needs, given the difference and inconsistency in these institutions' current policies to provide support for students with special educational needs.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2027)

Reply:

1. Post-secondary institutions will make special arrangements and provide support services to cater for the needs of students with special educational needs (SEN). The Government does not maintain records of the number of interpreters/note-takers provided by various post-secondary institutions or the expenses involved.
2. & 3. As far as universities funded by the University Grants Committee (UGC) 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. To further support students with SEN in the post-secondary

sector, the Government has implemented in recent years various initiatives, which are set out below:

(a) To enable students with SEN to pursue UGC-funded programmes and adapt to campus life, as well as to further promote an inclusive culture, the UGC provided a one-off special grant totalling \$20 million for the 8 UGC-funded universities in 2015 to enhance these universities' support for students with SEN, as a means to demonstrate its 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 special funding may be used to purchase the aids and equipment necessary for facilitating the study of students with SEN, strengthen training among academic and administrative staff to enhance their awareness towards students with SEN, and support student bodies in organising events and activities that encourage integration of students with SEN into campus life. The UGC is going to implement the second phase of the funding scheme. In 2018, the 8 UGC-funded universities will again be provided with an additional grant of \$20 million to further enhance their support services for students with SEN.

(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, which seek to give 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 or EDS will receive a scholarship of \$10,000. The number of EMA and EDS recipients from the 2013/14 to 2016/17 academic years is tabulated below.

Academic Year	2013/14	2014/15	2015/16	2016/17
Number of recipients of Endeavour Merit Award (EMA)	50	74	97	99
Number of recipients of Endeavour Scholarship (EDS)	50	75	98	99

(c) Starting from the 2013-14 financial year, a recurrent funding of \$12 million per year 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 for 3 academic years from 2015/16 for enhancing the academic expenses grant for post-secondary students with SEN and financial needs in order to better facilitate their learning, for example, through purchase of equipment. In the 2017/18 academic year, each eligible student may receive an additional academic expense grant up to \$8,550 per year. The actual amount of grant disbursed depends on the level of assistance as 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 students with SEN, with flexible and diversified study pathways with multiple entry and exit points, which include undergraduate and sub-degree programmes and vocational education programmes. The 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 an inclusive culture.

- End -

CONTROLLING OFFICER'S REPLY

EDB336

(Question Serial No. 4635)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee:

1. whether the Government will conduct a comprehensive review of the integrated education policy as it has run into many problems after over a decade of implementation;
2. of the existing training requirements for teachers supporting students with special educational needs (SEN)?
3. whether the Government has conducted a comparative research on the training requirements for teachers supporting students with SEN; if so, the details; if not, the reasons;
4. of the proportion of teachers having received adequate training, with a breakdown by mainstream and special schools; and
5. of the Government's strategies to provide all teachers with training in respect of supporting students with SEN?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2028)

Reply:

1.
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 schools' deployment of resources and implementation of relevant measures through its daily work, sending officers on study tours to other countries or regions to learn from their experience, and collecting feedback from the sector and stakeholders through different channels. The 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, the 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 students and views of different stakeholders, the EDB has introduced a number of enhancement measures in the past few years, including regularising the Enhanced Speech Therapy Grant, resource schools ^{Note 1} and special schools cum resource centres ^{Note 2}, introducing the teacher professional development programmes for catering students with special educational needs (SEN); and enhancing the funding arrangements for the Learning Support Grant (LSG). In addition, starting from the 2016/17 school year, the school-based Educational Psychology Service has covered all public sector primary and secondary schools in the territory. The ratio of educational psychologist to school has also progressively improved to 1:4 for schools with a large number of students with SEN. Starting from the 2017/18 school year, the LSG for public sector mainstream primary and secondary schools covers students with mental illness. At the same time, starting from the 2017/18 school year, the EDB has regularised the Pilot Project on Special Educational Needs Coordinators (SENCOs) funded by the Community Care Fund. Each public sector mainstream primary and secondary school will be provided with, by phases in 3 years, an additional graduate teaching post to facilitate its assignment of a designated teacher to take up the role of SENCO to support IE.

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 the EDB. The 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 utilise their resources, professional staff of EDB conducts regular school visits to provide consultation services 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 practical experience accumulated 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. In fact, IE is kept under constant review. For example, we are now examining how the measures, such as the LSG, the Intensive Remedial Teaching Programme in Primary Schools and the IE Programme, can be integrated and enhanced to strengthen the support for public sector schools.

Upon taking office, the current-term Government has pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion was approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary

has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. The initiatives to be launched include reviewing and improving IE. Under the principle of “Led by Professionals”, the EDB will continue to deliberate improvement measures with the sector and various stakeholders with a view to enhancing the effectiveness of IE policies.

Note 1: The EDB will, through the School Partnership Scheme, invite mainstream schools experienced in implementing WSA to IE to serve as resource schools for sharing good practices with other mainstream schools.

Note 2: The EDB will, through the School Partnership Scheme, invite special schools experienced in supporting students with SEN to serve as Special Schools cum Resource Centres for providing support services for mainstream schools and sharing relevant knowledge and skills.

2. and 3.

Starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels (BAT Courses). Taking into account the teacher training profiles as well as the types and number of students with SEN enrolled in mainstream schools, in the 2015/16 school year, we have further raised the training targets for each of the public sector mainstream schools to be achieved by the end of the 2019/20 school year as follows:

- (i) at least 15% to 25% of teachers will have completed the Basic Course;
- (ii) at least 6 to 9 teachers will have completed the Advanced Course; and
- (iii) at least 6 to 9 teachers will have completed the Thematic Courses (with at least 1 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 policies vary among different countries and regions, it is considered not appropriate to make direct comparison with them in respect of teacher training in supporting students with SEN.

4. and 5.

As at the end of the 2016/17 school year, the percentage of teachers having received special education training in public sector mainstream primary and secondary schools is about 43% and 28% respectively. Under the promotion of the EDB, the percentage of secondary school teachers having received special education training is increasing. As for special schools, about 75% of the teachers have received special education training.

To support schools in arranging teachers to attend 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 schools are provided with grants for employing supply teachers accordingly. Letters are 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 and school-based professional development programmes.

Moreover, the EDB also provides teachers with different theme-based training activities, including seminars, workshops and sharing sessions, to share good practices and update teachers on the current trend and approaches in catering for students with SEN.

To better equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have included modules related to special education or catering for students with SEN in their pre-service teacher training courses. The EDB has also incorporated topics on catering for student diversity and spearheading the implementation of IE in the Preparation for Principalship Course for Aspiring Principals and induction programme for newly appointed principals to strengthen their leadership skills in the implementation of WSA to IE.

- End -

CONTROLLING OFFICER'S REPLY**EDB337****(Question Serial No. 4636)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the information on the complaints received by the Education Bureau from parents of students with special educational needs against primary and secondary schools in the past 5 years.

	Secondary School	Primary School	Others
Total number of complaints			
Number of schools being complained			
Number of completed cases			
Number of cases waiting to be processed			
Average waiting time before a case is processed			
Average case processing time			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2029)

Reply:

The number of complaints received by the Education Bureau (EDB) from parents of students with special educational needs from the 2013/14 to 2017/18 school years and the processing situations are tabulated as follows:

School Year	Number of Complaints			Number of Schools being Complained			Number of Completed Cases		
	Secondary School	Primary School	Others (Special School)	Secondary School	Primary School	Others (Special School)	Secondary School	Primary School	Others (Special School)
2013/14	1	1	4	1	1	4	1	1	4
2014/15	0	3	4	0	3	3 (Note)	0	3	4
2015/16	0	6	4	0	6	3 (Note)	0	6	4
2016/17	1	6	9	1	5 (Note)	6 (Note)	1	6	9
2017/18 (As at 28 February 2018)	0	2	5	0	2	5	0	0	1

Note: Some schools are involved in more than one case.

EDB will handle the complaints immediately once received. Thus, we have no statistics on the number of cases waiting to be processed or the average waiting time before a case is processed. The time spent on handling each complaint case would depend on its nature and complexity. In general, it takes about two to three months to handle a formal complaint case and a longer time for complicated cases.

- End -

CONTROLLING OFFICER'S REPLY**EDB338****(Question Serial No. 4637)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the Government inform this Committee of:

- (1) the types of complaints received by the Education Bureau from parents of students with special educational needs against all kinds of schools in the past 5 years; and

	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			

- (2) the strategies of the Government for handling the complaints lodged by parents of students with special educational needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2030)Reply:

- (1) The common types of complaints received by the Education Bureau (EDB) from parents of students with special educational needs (SEN) from the 2013/14 to 2017/18 school years are tabulated as follows:

	Common Types of Complaints		
	Type 1	Type 2	Type 3
Kindergarten	Discrimination	-	-
Primary School	Student Support, Learning Support	School Maladministration	Poor Staff Performance, Promotion and Repetition of Students
Special School	School Maladministration	Student Safety	Poor Staff Performance

Notes:

- (i) EDB refers common types of complaints as the complaints of the same types that appeared more than once.
- (ii) The only two cases received by EDB from parents of secondary students with SEN during the above period were about learning support and school maladministration.
- (iii) EDB did not receive any complaints from parents of university students with SEN during the above period.

(2) 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, EDB encourages schools to strengthen the communication and cooperation with parents for mutual understanding of their roles and responsibilities in the implementation of integrated education. EDB requires schools to establish a regular communication mechanism to let parents understand the SEN of their children, participate in the formulation of support plans, review the learning progress and adjust the support measures, etc.

EDB launched the “Pilot Project on Enhancement of Complaint Management in Schools” (Pilot Project) between the 2012/13 to 2014/15 school years to assist schools to establish or enhance their school-based complaint handling mechanisms and procedures. In view of the positive evaluation results of the Pilot Project, the Enhanced School Complaint Management Arrangements (Enhanced Arrangements) is fully implemented in all public sector and Direct Subsidy Scheme schools with effect from 1 September 2017.

Under the Enhanced Arrangements, schools should formulate their school-based mechanisms and procedures for handling complaints (including complaints related to students with SEN) for use as the basis to discuss with parents for direct solutions. If the school and the complainant cannot arrive at a mutual agreement for a complaint involving disability discrimination, they may submit the case to the respective Regional Education Office of EDB for arranging a mediation meeting for both parties to work out a solution and reach a settlement. If the dispute cannot be resolved through the aforementioned procedures, EDB will set up a Case Study Group (the Group) to solicit views from outsiders. Members of the Group are appointed by EDB. Except for 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 proposals to EDB.

Besides, EDB will continue to organise suitable courses, seminars and workshops for teachers to enhance their professional capacity in supporting students with SEN and share

practices to strengthen cooperation with parents. EDB will also continue to arrange professional training and networking activities for Special Educational Needs Coordinators (SENCOs) of public sector mainstream schools to enhance their professional capacity. The above measures facilitate SENCOs to fulfil their leadership role in strategically promoting the Whole School Approach to integrated education, including enhancing home-school co-operation, so that teachers can work with parents in collaboration to support students with SEN.

The above basic principles (including the formulation of school-based mechanisms and procedures and discuss with the parents on this basis to settle the issues direct) are also applicable to kindergartens. If the school and the complainant cannot reach a consensus, EDB will intervene and provide support as appropriate. EDB will also invite the Equal Opportunities Commission to explain the points to note under the anti-discrimination ordinances relating to those areas of school administration which might easily arouse misunderstanding (e.g. student admission) to the school personnel so as to strengthen their awareness in this aspect.

- End -

CONTROLLING OFFICER'S REPLY

EDB339

(Question Serial No. 4638)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

1. 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 a breakdown of the number of teachers who have not yet completed the BAT Courses; and
2. How the Administration assesses the current effectiveness of the BAT Courses on special education.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2031)

Reply:

1. and 2.

Starting from the 2007/08 school year, the Education Bureau (EDB) has been providing structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses) for serving teachers in primary and secondary schools. As at the 2016/17 school year, the number of teachers in public sector mainstream schools who have completed Basic, Advanced and Thematic courses are 6 610, 2 640 and 5 828 respectively. Apart from the BAT Courses, the EDB has also arranged other training programmes for teachers such as "Professional Development Programme for Mental Health", thematic seminars and workshops 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 may be misleading.

We have been monitoring the effectiveness of the BAT Courses through various means, including lesson observations, review meetings with the course providers, analysis of participants' feedback and examination of the evaluation reports by the course providers.

A review of the courses has been conducted, in which the views of school principals and teachers were gauged and the evaluation of the course providers was scrutinised. The findings showed that the BAT Courses were effective in enhancing 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 made to the mode and content of the training programmes to better meet the training needs of teachers. Starting from the 2014/15 school year, we have further strengthened the practicum of the Advanced and Thematic courses with a view to providing more opportunities for teachers to apply the knowledge acquired. Taking into account the teacher training profiles 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

EDB340

(Question Serial No. 4639)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

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. (LegCo use): 2033)

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. Starting from the 2016/17 academic year, a 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, the 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, the EDB regularly organises 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 their 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

EDB341

(Question Serial No. 4640)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

1. A breakdown of students' average waiting time for the service of educational psychologists in the past 5 years; and
2. The 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. (LegCo use): 2034)

Reply:

1. & 2.

In the past 5 school years (i.e. 2012/13 to 2016/17 school years), on average about 80% of the cases referred to educational psychologists (EPs) were assessed within 2 months, and about 10% were assessed within 2 to 3 months. Some cases with a longer waiting time for assessment were due to specific circumstances. For example, there were cases where 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 2013/14 to 2017/18 school years is 80, 99, 114, 138 and 144 respectively. In fact, the number of students requiring direct support from EPs varies from school to school, while the level and frequency of support that individual students need also differ. In many cases, EPs need to collaborate with teachers, social workers, etc. to jointly support the students concerned according to the principle of Whole School Approach. Besides, by enhancing the school support system and teachers' knowledge and skills in catering for students' diverse needs, school-based EPs enhance the effectiveness of the support rendered by schools to the students. In this regard, all students benefit from the provision of the SBEPS directly or indirectly. Thus, reporting the average number of cases

handled by each EP does not reflect appropriately and comprehensively the actual service provided by EPs under the SBEPS and can be misleading.

- End -

CONTROLLING OFFICER'S REPLY**EDB342****(Question Serial No. 4641)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 total number of Secondary 3 school leavers.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2035)Reply:

The number of students with special educational needs (SEN) reported to have left school after completing Secondary 3 (S3) from the 2012/13 to 2016/17 school years is tabulated below:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Number of S3 school leavers with SEN	260	300	320	320	420

Note: Numbers are rounded to the nearest 10.

The increase in the number of students identified with SEN is attributed to the enhanced awareness of SEN among schools and parents as well as the improvement in identification tools and mechanisms. With the increase in the base number, the number of S3 school leavers with SEN has been rising generally across school years. According to the information provided 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.

Under the existing mechanism, schools must report all cases of school leavers to the Education Bureau. As students leave school for different reasons and some students would

resume schooling later, we do not compile statistics on the total number of S3 school leavers and hence the percentage share of S3 school leavers with SEN cannot be provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB343

(Question Serial No. 4642)

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 Ingrid YEUNG)

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. (LegCo use): 2036)

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 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

EDB344

(Question Serial No. 4643)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 2037)

Reply:

From 2008 to 2017, 104 teachers had their registration cancelled or application refused by the Education Bureau, mainly for having committed sex or sex-related offence, fraud-related offence or some relatively minor but repeated offences (e.g. operating unregistered school), or having serious integrity problem (e.g. cheating in territory-wide assessment).

- End -

CONTROLLING OFFICER'S REPLY

EDB345

(Question Serial No. 4644)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the year-on-year % change for SEN students by grade (from P.1 to S.6) and by diagnosis. Please list the statistics in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2038)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type in the past 5 school years (i.e. from 2013/14 to 2017/18) is set out at Appendix. As student population changes over the years, making direct comparison of the percentage change of the students with SEN by grade level 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. As such, providing the year-on-year percentage change of students with SEN by grade level and by SEN type is not meaningful.

**Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools
by grade level and by SEN type
from the 2013/14 to 2017/18 school years ^(Note 1)**

Specific Learning Difficulties	P1 (Note 2)	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
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	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
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

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
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

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
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

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
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

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
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

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
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

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
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The numbers of P1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

- End -

CONTROLLING OFFICER'S REPLY**EDB346****(Question Serial No. 4645)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) How many students in DSS schools have asked for testing accommodations at P3, P6, S3, for TSA?

(2) 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. (LegCo use): 2039)Reply:

(1) 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 Hong Kong Examinations and Assessment Authority does not categorise relevant information according to the funding mode of schools. The respective number of SEN students is set out in the following table:

	School year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Primary 3					
Number of students with SEN participated in TSA*	4 285	4 984	4 920	394^	5 216#
Primary 6					
Number of students with SEN participated in TSA*	3 758	329^	3 902	154^	4 090
Secondary 3					
Number of students with SEN participated in TSA*	2 227	2 385	2 676	2 916	3 302

* These SEN students were those provided with facilitation measures according to their needs as requested by schools in the context of TSA.

△ Since 2012, the Primary 6 TSA has been implemented in odd-numbered years and school participation has been on a voluntary basis in even-numbered years. As participation in this assessment was on a voluntary basis and not all Primary 6 students were involved, the number of students participated in TSA is small.

△ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data is from some 50 participating schools.

The 2017 Primary 3 assessment was conducted as part of the Basic Competency Assessment Research Study, which was extended to all primary schools in the territory.

(2) The Education Bureau has provided greater flexibility to Direct Subsidy Scheme (DSS) schools in various areas, including school management, resources deployment, curriculum design and staff appointment. Through exercising discretion and professional judgement, DSS schools deploy school resources prudently and flexibly to meet students' diverse needs. Teachers of DSS schools are provided with relevant training on par with that for teachers in the public sector schools. Starting from the 2007/08 school year, EDB has been providing structured training courses on supporting students with SEN pitched at the Basic, Advanced and Thematic levels (BAT courses) for serving teachers. Teachers from both DSS and public sector schools can enrol on the courses to enhance their professional capacity in catering for students with SEN. We do not collect training information on teachers in DSS schools and thus are unable to provide the information as required.

- End -

CONTROLLING OFFICER'S REPLY

EDB347

(Question Serial No. 4646)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has stated that they do not have information about the number of applicants on the waiting lists for the ESF mainstream learning support classes and the Jockey Club Sarah Roe School. However, the Government still provides \$28.3 million of subvention. The ESF administrators have also stated that they would regularly report waiting list numbers to the EDB. May the EDB please clarify?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2040)

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 the ESF formally accepted the agreed arrangement for the phasing out of the government subvention for the ESF in June 2013. According to the agreed arrangement, among others, the recurrent subvention for the ESF's mainstream primary and secondary schools of \$249.7 million was maintained for 3 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. Currently, the EDB provides an annual recurrent subvention of \$28.3 million to the ESF for its support for students with special educational needs (SEN) in the ESF's mainstream schools and special school, which covers part of the administrative and manpower expenditure of the Learning Support Centres set up in the ESF mainstream schools, its special school, and other SEN support services. This subvention is excluded from the phasing out arrangement and the amount is frozen at the current level pending further review. We have been monitoring the 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 the ESF, and ask the ESF to explain its financial position if and when necessary.

While we have asked the 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 numbers also change from time to time and schools cannot confirm whether the numbers provided represent the numbers of applicants who are actively waiting for a place. We therefore do not have the actual number of applicants waiting for places with SEN support in the ESF schools and other private international schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB348

(Question Serial No. 4647)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Referring to the “No. of students with SEN participated in TSA” reported by the Government, can the Government please explain the causes for the reported number of students with SEN taking the TSA being greater than the total number of SEN students for that grade? (For example, for 2013/14 and Primary 3, 4 984 students were reported as SEN students participating in TSA. However, only 3 697 SEN students (combination of 8 diagnosis) were reported in the chart listing the number of SEN students in P3.)

Also, what are the reasons for the declining number of students with SEN taking the tests? There were only 329 P6 students with SEN taking the TSA and 2 385 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%), P6 (approx 8%) and S3 (approx 4%). Why does the percentage of SEN students participating in the TSA drop as they progress in grade?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2041)

Reply:

In compiling statistics on students with special educational needs (SEN) in public sector mainstream primary schools, the Education Bureau (EDB) has counted those who have been assessed by specialists as having SEN of the following 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; and providing auxiliary facilities and equipment, Braille scripts and enlarged scripts.

For students who are not on the list of students with SEN, their schools may still request suitable facilitation measures according to their actual needs for taking part in TSA. Therefore, the number of students requesting and being provided with facilitation measures could be higher than the number of students with SEN.

Since 2012, Primary 6 TSA is implemented every odd-numbered year. In even-numbered years, schools may participate in TSA on a voluntary basis. Hence, there will be year-on-year fluctuations in the number of students taking Primary 6 TSA. In addition, as facilitation measures are based on requests made by schools, relevant figures of students with SEN at different grade levels should not be used for direct comparison.

- End -

CONTROLLING OFFICER'S REPLY

EDB349

(Question Serial No. 4648)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

How many NCS SEN students participate in the TSA during the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2042)

Reply:

Schools can request on behalf of students with special educational needs and non-Chinese speaking (NCS) students participated in the Territory-wide System Assessment (TSA) to obtain facilitation measures according to their needs. The number of NCS students provided with such facilitation measures as requested by schools in the past 5 years is as follows:

2013/14 school year: 86 (Primary 3), 7 (Primary 6^Δ), 7 (Secondary 3)

2014/15 school year: 105 (Primary 3), 78 (Primary 6), 29 (Secondary 3)

2015/16 school year: 13 (Primary 3^Δ), 2 (Primary 6^Δ), 29 (Secondary 3)

2016/17 school year: 73 (Primary 3[#]), 59 (Primary 6), 44 (Secondary 3)

^Δ Since 2012, the Primary 6 TSA has been implemented in odd-numbered years and school participation has been on a voluntary basis in even-numbered years. As participation in this assessment was on a voluntary basis and not all Primary 6 students were involved, the number of students participated in TSA is small.

^Δ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data is from some 50 participating schools.

[#] The 2017 Primary 3 assessment was conducted as part of the Basic Competency Assessment Research Study, which was extended to all primary schools in the territory.

- End -

CONTROLLING OFFICER'S REPLY**EDB350****(Question Serial No. 4649)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Learning Support Grant is paid to schools based on students with SEN requiring tier-2 and tier-3 support (as well as top up). For the past 5 years, how much Learning Support Grant was paid for students with SEN requiring tier-2 support and tier-3 support (excluding top up) respectively?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2043)Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources on top of the regular subvention including the Learning Support Grant (LSG), professional support and teacher training, and encourages schools to adopt the Whole School Approach to support students with SEN through the 3-Tier Intervention Model, taking into account their support needs.

To further enhance the support for students with SEN, the EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum since the 2013/14 school year and increased the grant rates by 30% in the 2014/15 school year. From the 2015/16 school year onwards, the grant rates and the ceiling of the LSG for each school year will continue to be adjusted annually according to the change in the Composite Consumer Price Index. In the 2017/18 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,986 and \$27,972 respectively, and the basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support has also been raised to \$167,832. Each school is subject to a grant ceiling of \$1,613,705 per annum. Starting from the 2017/18 school year, the LSG covers students with mental illness. The expenditure on the LSG for the past 5 years is as follows:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Revised Estimate)
Expenditure on LSG (\$ million)	330.9	450.1	500.1	539.0	589.6

Although the LSG is calculated on the basis of the number of students with SEN and the tier of support the students required (including the basic provision provided for the first 1 to 6 student(s) requiring tier-3 support), schools should pool and deploy the 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 the LSG paid for students requiring tier-2 and tier-3 support (excluding the basic provision) is not meaningful as it does not reflect an accurate account of all of the support provided to these students.

- End -

CONTROLLING OFFICER'S REPLY**EDB351****(Question Serial No. 4650)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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:

- (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 NCS students in 2016/17 respectively;

	Number of primary schools admitting such a number of NCS students	Names of these primary schools admitting such a number of NCS students	Number of secondary schools admitting such a number of NCS students	Names of these secondary schools admitting such a number of NCS 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 2016/17 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 NCS 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 2016/17;

	Number of primary schools where NCS students account for this percentage of the student population	Names of primary schools where NCS students account for this percentage of the student population	Number of secondary schools where NCS students account for this percentage of the student population	Names of secondary schools where NCS 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 2016/17;

	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 committee 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 of 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. (LegCo use): 2045)

Reply:

- (1) to (5) According to the information collected through the annual Student Enrolment Survey, the number of schools with non-Chinese speaking (NCS) students (including NCS 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” in the 2016/17 school year is tabulated at Annex A while the number of schools by the percentage of NCS students among all students of individual schools and by the percentage of NCS EM students among all students of individual schools are tabulated at Annex B. Since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students, those two sets of data are not comparable. 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 the name and situation of individual schools.

- (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. Apart from having English and Chinese versions, relevant information is provided with major ethnic minority (EM) languages where necessary 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 C. 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. Parents of NCS students, like other parents, are encouraged to join the on-site visits organized by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to make informed 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 will also continue to encourage schools to keep on enriching the contents of their 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 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 public sector and Direct Subsidy Scheme
primary and secondary schools with non-Chinese speaking (NCS) students
in the 2016/17 school year**

Schools	Number of primary and secondary schools with NCS students						
	0	1 to 9 students	10 to 25 students	26 to 50 students	51 to 75 students	76 to 90 students	91 or above students
Primary	150	207	61	21	7	4	25
Secondary	180	175	48	18	7	1	25

Notes:

1. Figures refer to the situation as at September of the 2016/17 school year.
2. The above data include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data include public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include special schools.

**Number of public sector and Direct Subsidy Scheme
primary and secondary schools with non-Chinese speaking (NCS) students
(by the percentage of NCS students among all students of individual schools)
in the 2016/17 school year**

Percentage of NCS students among all students of individual schools	Number of schools	
	Primary	Secondary
0%	150	180
>0% - 30%	303	254
>30% - 50%	6	6
>50% - 70%	5	7
>70% - 90%	6	5
>90%	5	2

Notes:

1. Figures refer to the situation as at September of the 2016/17 school year.
2. The above data include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data include public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include special schools.

**Number of public sector and Direct Subsidy Scheme primary and secondary schools
with non-Chinese speaking ethnic minority (NCS EM) students
(by the percentage of NCS EM students among all students of individual schools)
in the 2016/17 school year**

Percentage of NCS EM students among all students of individual schools	Number of schools	
	Primary	Secondary
0%	164	199
>0% - 30%	290	235
>30% - 50%	6	6
>50% - 70%	4	7
>70% - 90%	6	4
>90%	5	2

Notes:

1. Figures refer to the situation as at September of the 2016/17 school year.
2. Figures include public sector and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school offering non-local curriculum is excluded for not having provided information on students' ethnicity). 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 NCS students. Figures do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

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 Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Free Quality Kindergarten Education Scheme – 2018/19 School Year Application for 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	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Free Quality Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on 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
Knowing More About Children's Learning – Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

Information or publications published by EDB as mentioned in part (6)	Language versions besides English and Chinese
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, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 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, Punjabi (Indian)

- End -

CONTROLLING OFFICER'S REPLY

EDB352

(Question Serial No. 4651)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The EDB has provided “Details of newly developed or expanded international schools (From 2010/11 to 2014/15 school years)”, including number of places added in primary and secondary schools. How many special educational needs (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. (LegCo use): 2047)

Reply:

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 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 the English Schools Foundation schools and other international schools from 2013/14 to 2017/18 school years is at the **Annex**. As far as we understand, most of the international schools do not specifically put a ceiling on the 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 the English Schools Foundation (ESF) schools and other international schools from the 2013/14 to 2017/18 school years

School Year	ESF		Other International Schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2017/18	439*	422*	404	284	843	706

* The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Statistics cover students with SEN under integrated classes/special classes/special schools in the ESF and other international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

- End -

CONTROLLING OFFICER'S REPLY

EDB353

(Question Serial No. 4652)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 2048)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the 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 reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school use, the EDB would inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department and the Housing Department) for the PlanD's consideration of suitable alternative long-term uses (such as government, institution or community, residential and other uses) in accordance with the central clearing house mechanism. According to the mechanism, while the EDB is allowed to retain VSP for school use, for premises which are proposed to be used for educational uses other than school use, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2018, there are 9 VSP under the 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 the EDB). Information on these premises is set out in the table below.

Table – 9 VSP under the EDB’s purview (position as at end-February 2018)

No.	District	Name of former school	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m ²)
1	Wanchai	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2006/07	2 000
2	Southern	St. Peter’s Secondary School	220 Aberdeen Main Road, Aberdeen, Hong Kong	2012/13	6 000
3	Kwun Tong	St. Joseph’s Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	2011/12	2 900
4	Kowloon City	Pui Shing Catholic Secondary School	1D Oxford Road, Kowloon	1992/93	2 200
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.K.H. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Lane, Tai Po, New Territories	1999/00	2 400
9	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: “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.

- End -

CONTROLLING OFFICER'S REPLY

EDB354

(Question Serial No. 4653)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please give an account of and statistics on the use of the following aids/support services by students with special educational needs under the special education system and the integrated education system in the past 5 years: physiotherapy, occupational therapy, speech therapy, braille books, audiobooks, other assistive devices (please specify the type) and sign language interpretation service.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2049)

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 provision, 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 public sector mainstream schools cater for their students with SEN, the EDB has been providing them with additional resources on top of the regular subvention for all 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 should deploy school resources holistically and flexibly to render appropriate support services to students with

SEN, including procurement of assistive devices, employment of additional teachers and teaching assistants, or hiring of professional services such as school-based speech therapy services. As the context of each school differs and school-based support services rendered to students with SEN vary, we do not have detailed statistics about the assistive devices and services provided by schools and their utilisation rate.

- End -

CONTROLLING OFFICER'S REPLY

EDB355

(Question Serial No. 4654)

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 Ingrid YEUNG)

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 in the past 5 year.
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. (LegCo use): 2050)

Reply:

1. to 2.

At present, the allocation mechanism for Primary 1 and Secondary 1 places in public sector mainstream schools (i.e. Primary One Admission (POA) System and Secondary School Places Allocation (SSPA) System) is divided into two stages: Discretionary Places (DP) and Central Allocation (CA). At the DP stage and regarding the three unrestricted school choices in Part A of the CA stage, parents may choose schools for their child with no restrictions on district. Besides, parents may approach other schools on their own accord upon the release of the allocation results, and students may transfer to other schools on their own accord when studying at different grades in primary and secondary schools. Hence, cross-district schooling is not uncommon. Furthermore, under the integrated education policy, all schools have the obligation to admit students with special educational needs (SEN) and provide support services to them according to their needs. With regard to the

support for students with SEN, the focus is on providing appropriate assistance to schools in accordance with their individual needs. To analyse the distribution of students with SEN according to the location of schools has no substantial meaning as far as allocation and provision of resources are concerned.

To help public sector mainstream schools cater for students with SEN, on top of regular subvention, the Education Bureau (EDB), has been providing these schools with additional resources, including 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 support academic low 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 in schools, the tier of support they require, the number of classes and the applications of individual schools when need arises, in order to cater for the diverse needs of different schools.

The number of students with SEN studying in public sector mainstream primary and secondary schools by school level and SEN type from the 2013/14 to 2017/18 school years is set out at Appendix.

3.

While the EDB and the Social Welfare Department (SWD) have different roles and responsibilities in supporting students with SEN, the EDB has all along maintained communication and cooperation with the SWD to ensure that the work under respective professional aspects, including provision of assessment, treatment and referral for students with SEN and arrangement of rehabilitation services and family support services, are carried out in an orderly manner.

**Number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools
by school level and SEN type from the 2013/14 to 2017/18 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
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
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430
	Secondary	11 460	830	3 280	5 860	170	70	340	370

Note:

Figures show the position as at September of the respective school year. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with (MI) in public sector mainstream schools in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB356****(Question Serial No. 4655)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

1. Please provide the 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. (LegCo use): 2051)Reply:

1.

The Education Bureau (EDB) has required primary and secondary schools to report cases of students suspected of committing suicide to keep in view the situation and provide professional support 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. The number of the above-mentioned cases of students suspected of committing suicide as reported by primary and secondary schools to EDB in the past 5 school years is tabulated as follows:

School year	Number
2012/13	14
2013/14	10
2014/15	9
2015/16	19
2016/17	19

2.

EDB has been encouraging schools to adopt the Whole School Approach directed at three levels, namely "Universal", "Selective" and "Indicated" to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk). At the Universal level, EDB actively organises diversified development programmes featuring adventures, team work and problem-solving training, such as the "Understanding Adolescent Project", the "Enhanced Smart Teen Project", and 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. Besides, EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 school year to enhance students' awareness and understanding of mental health and strengthen students' ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the Campaign.

At the Selective level, starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, EDB also conducts the “Professional Development Programme for Mental Health” for teachers to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. In each school year, EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. To cater for the needs of teachers to support students, we have developed different resources to help teachers early detect and support students with mental health needs (including students with suicidal risk), including “A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours”, webpage on Prevention of Student Suicides and the “Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness” co-developed by EDB and the Hospital Authority (HA).

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with EDB, HA and Social Welfare Department, has launched the “Student Mental Health Support Scheme” since the 2016/17 school year to provide appropriate support services for students with mental health needs through the school-based platform.

Besides, EDB works continuously with the Curriculum Development Council to review the primary and secondary curricula in order to better cater for learning differences. EDB urges schools to coordinate the amount of homework so that students can have sufficient time to rest, play and develop their interests. EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support schools and meet the diverse learning needs of students. Measures include the following: 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 2 Applied Learning courses. EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about 2 years to make directional recommendations to the Government on the school curriculum.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing the Vocational and Professional Education and Training or prepared to work, so as to enhance their English proficiency and provide opportunities to them for attaining relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, EDB endeavors to promote home-school co-operation and parent education. EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in early identification of their children's emotional problems and fostering positive thinking in their children. Besides, EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. Last year, the Government also set up a Task Force on Home-school Co-operation and Parent Education under the Education Commission to review the existing approach in promoting parent education and home-school co-operation, and based on the outcome of which, to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children learn effectively, and grow up happily and healthily.

The Chief Executive has asked the Labour and Welfare Bureau (LWB) to set up a cross-bureaux/departments (B/Ds) task force (Task Force) to review, monitor and coordinate the concerted effort of B/Ds to take forward the recommendations in the Report of the Committee on Prevention of Student Suicides, and to further discuss new measures on the prevention of youth suicides. Besides the LWB and EDB, the Task Force comprises representatives from FHB, the Home Affairs Bureau and other related departments.

- End -

CONTROLLING OFFICER'S REPLY

EDB357

(Question Serial No. 4656)

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 Ingrid YEUNG)
Director of Bureau: Secretary for Education

Question:

Please give an account of the assessment accommodation in public examinations that students with special educational needs (SEN) applied for 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. (LegCo use): 2052)

Reply:

The number of students with special educational needs (SEN) applying for special examination arrangements in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 5 years, listed by category of SEN and special examination arrangements is at **Appendix**.

Numbers of Students Applying for Special Examination Arrangements in the HKDSE Examination
from the 2013/14 to 2017/18 school years
(By Category of SEN)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE	115	56	269	128	881	598	2 047
2017	HKDSE	122	58	283	145	1 064	770	2 442
2018	HKDSE*	90	52	278	162	1 162	871	2 615

Numbers of Students Applying for Special Examination Arrangements in the HKDSE Examination
from the 2013/14 to 2017/18 school years
(By Category 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
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	2 404^	1 973	7	78	0	160	82	4	17	170	144
2018	HKDSE*	2 571^	2 085	4	66	0	163	75	2	12	191	173

* Figures as at 13 February 2018

^ Including both written and speaking examinations

- End -

CONTROLLING OFFICER'S REPLY

EDB358

(Question Serial No. 4657)

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 Ingrid YEUNG)

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. (LegCo use): 2053)

Reply:

The Government has further enhanced the School-based Educational Psychology Service (Enhanced 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 SBEPS has covered 80 primary and secondary schools in the 2017/18 school year, and will extend to about 120 primary and secondary schools in the 2018/19 school year. Apart from providing comprehensive and regular follow-ups on cases as well as intervention services based on the needs of the schools and students, EPs also help the schools strengthen their preventive and developmental work by paying more frequent visits to these schools. The estimated expenditure for the Enhanced SBEPS for the 2017/18 and 2018/19 school years is \$11 million and \$18 million respectively.

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. 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. 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

EDB359

(Question Serial No. 4658)

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 Ingrid YEUNG)

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. (LegCo use): 2055)

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 outcomes of the "Chinese Language Curriculum Second Language Learning Framework" at level 4 or above. Same as choosing other senior secondary subjects, schools should 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 the 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**EDB360****(Question Serial No. 4659)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 2056)Reply:

Starting from the 2007/08 school year, the Education Bureau has been providing structured training courses on supporting students with special educational needs pitched at Basic, Advanced and Thematic levels (BAT Courses) for serving teachers in primary and secondary schools. The number of teachers who attended the BAT Courses from the 2012/13 to 2016/17 school years is tabulated as follows:

Course	Teachers	School Year					Total
		2012/13	2013/14	2014/15	2015/16	2016/17	
Basic	Primary	136	232	230	229	269	1 096
	Secondary	373	412	360	418	521	2 084
Advanced	Primary	103	103	83	116	135	540
	Secondary	176	169	101	169	231	846
Thematic	Primary	160	226	167	208	217	978
	Secondary	255	338	347	286	298	1 524

- End -

CONTROLLING OFFICER'S REPLY

EDB361

(Question Serial No. 4660)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)
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. (LegCo use): 2057)

Reply:

Schools deliver multifarious teaching strategies and counselling services in the light of students' different abilities and needs, 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 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

EDB362

(Question Serial No. 4661)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Given that schools have referred the admission applications of underage children of refugees, asylum seekers and torture claimants to their respective Regional Education Offices, why is it that the Administration cannot provide the numbers of primary and secondary schools that have admitted them? In the long run, will the Administration consider providing statistical information on the number of applicants as well as breakdowns after their admission by grade and school district distribution?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2058)

Reply:

Refugees, asylum seekers and torture claimants can approach the schools they prefer directly to apply for admission for their underage children or seek placement assistance from the Education Bureau (EDB). After placement assistance has been arranged by EDB, the admission status of their children may still change (because of school transfer on their own accord, departure from Hong Kong, etc.), and they are not required to notify EDB of whether their children have eventually enrolled in schools through their own applications or EDB's arrangements. Besides, schools do not have to state whether their newly-admitted students are children of refugees, asylum seekers or torture claimants when submitting information on new admissions to EDB under the existing mechanism. Hence, we do not have complete and accurate data in this regard. Placement arrangements for eligible children in question and the education service they receive upon admission would not be significantly different from those available to other children. The EDB considers that, at this stage, it is not necessary to collect data on admission applications made by children in question and related information for statistical purposes.

- End -

CONTROLLING OFFICER'S REPLY

EDB363

(Question Serial No. 4775)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 the respective numbers by primary and secondary schools, and also by study level.
- (4) Please list 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. (LegCo use): 4075)

Reply:

(1)

The School-based Educational Psychology Service (SBEPS) adopts a comprehensive and integrated service model that aims at enhancing schools' professional capacity to cater for students' diverse educational needs. The support rendered to schools by educational psychologists (EPs) encompasses the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention service 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 students covered are not limited to those in receipt of the Learning Support Grant (LSG). In fact, the number of students requiring direct support from EPs varies from school to school, while the level and frequency of support that individual students need also differ. In many cases, EPs need to collaborate with teachers, social workers, etc. to jointly support

the students concerned according to the principle of the Whole School Approach. Besides, by enhancing the school support system and teachers' knowledge and skills in catering for students' diverse needs, school-based EPs enhance the effectiveness of the support schools rendered to the students. In this regard, all students benefit from the provision of the SBEPS directly or indirectly. Thus, reporting the ratio of EPs to students in receipt of the LSG or the average number of cases handled by each EP does not reflect appropriately and comprehensively the work of and the actual service provided by EPs under the SBEPS, and can be misleading.

Under the SBEPS, one EP serves 6 to 10 public sector schools (including both primary and secondary schools), whereas the ratio of EP to school is about 1:4 in the 80 schools which have a large number of students with special educational needs and are provided with the Enhanced SBEPS in the 2017/18 school year. 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 district.

(2)

In each of the past 5 years (i.e. 2013/14 to 2017/18 school years), the wastage rate of EPs under the SBEPS was 2.8%, 2.5%, 6.7%, 0% and 3.8% respectively.

(3) & (4)

The Education Bureau (EDB) has put in place a territory-wide "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties" (the EII Programme) for all public sector primary schools to identify students in Primary One suspected of having learning difficulties. Under the EII Programme, the EDB provides teachers with training and tools. Through the completion of the related "Observation Checklist for Teachers", teachers identify as early as possible Primary One students with learning difficulties and arrange early intervention for them. 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. Students whose difficulties are severe or persistent despite intervention will be referred to specialists for assessment. If teachers suspect that a student might need support in areas other than learning, they can consult the Special Educational Needs Coordinator, Student Support Team or Student Guidance Personnel for advice on follow-up actions, and consult the school-based EP, speech therapist or other professionals as appropriate on the formulation of follow-up and support plans. In the past 4 school years from 2013/14 to 2016/17 school years, on average about 80% of the cases referred to EPs were assessed within 2 months, and about 10% within 2 to 3 months. Some cases with a longer waiting time for assessment were due to specific circumstances. For example, there were cases where 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

EDB364

(Question Serial No. 4776)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please 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. (LegCo use): 4076)

Reply:

1. and 2.

Starting from the 2007/08 school year, the Education Bureau has been providing structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses) targeted for serving teachers in primary and secondary schools. The number of teachers who attended the BAT Courses from the 2012/13 to 2016/17 school years is set out at the Appendix. Figures for the 2017/18 school year are not yet available.

Since the BAT Courses aim at equipping teachers, regardless of which subject(s) they teach, with the expertise in supporting 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 2012/13 to 2016/17 school years**

Course	Teachers	School Year				
		2012/13	2013/14	2014/15	2015/16	2016/17
Basic	Primary	136	232	230	229	269
	Secondary	373	412	360	418	521
Advanced	Primary	103	103	83	116	135
	Secondary	176	169	101	169	231
Thematic	Primary	160	226	167	208	217
	Secondary	255	338	347	286	298

- End -

CONTROLLING OFFICER'S REPLY

EDB365

(Question Serial No. 4777)

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 Ingrid YEUNG)

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 K.1 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 programmes and the total number of students with SEN proceeding to overseas post-secondary programmes. Please give figures on each of the 9 types of SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4077)

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 2013/14 to 2017/18 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 2013/14 to 2017/18 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 2013/14 to 2017/18 school years^(Note 1)**

Specific Learning Difficulties	P1 (Note 2)	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
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	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
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

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
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

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
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

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
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

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
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

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
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

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
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Note:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The numbers of Primary 1 students with SEN listed above refers to the position as at September of the respective school years. The number will increase during the school year through early identification.

Number of students with special educational needs (SEN) ^(Note 1) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2013/14 to 2017/18 academic years

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)	Not available	0	0	Not available	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)	Not available	0	0	Not available	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)	Not available	0	0	Not available	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	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	1	228	229	30	32	62
Intellectual Disability ^(Note 2)	Not available	0	0	Not available	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

2017/18 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 4)	Non-UGC funded	Total	UGC-funded (Note 4)	Non-UGC funded	Total
Specific Learning Difficulties	2	302	304	39	33	72
Intellectual Disability ^(Note 2)	Not available	0	0	Not available	0	0
Autism Spectrum Disorders	0	88	88	29	15	44
Attention Deficit/Hyperactivity Disorder	0	110	110	40	35	75
Physical Disability	1	46	47	50	21	71
Visual Impairment	0	28	28	37	18	55
Hearing Impairment	1	80	81	86	32	118
Speech and Language Impairment	0	39	39	12	13	25
Others ^(Note 3)	12	159	171	167	70	237
Total	16	852	868	460	237	697

Note:

1. The number of students with SEN is based on the information as declared by students of individual institutions.
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. Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB366

(Question Serial No. 4778)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the Vocational Development Programmes and Youth College under the Vocational Training Council 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. (LegCo use): 4078)

Reply:

The Youth College (YC) of the Vocational Training Council (VTC) provides a variety of vocational and professional education and training (VPET) programmes, including Diploma of Vocational Education (DVE) and Diploma of Foundation Studies (DFS) programmes, for graduates of Secondary 3 or above. These programmes help students build a solid foundation for further studies and employment. The training hours vary depending on the type of programme 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 intermediate stages with the award of Certificate of Vocational Education or continuance of studies to obtain the final award of DVE. Students who have completed Secondary 3 normally take 3 to 4 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 VPET programmes in the 8 campuses of the YC in the recent 5 AYs are as follows:

AY	Number of students at all levels	Graduation rate*
2013/14	10 347	76%
2014/15	10 499	78%
2015/16	11 191	75%
2016/17	12 070	71%
2017/18 (provisional)	11 632	Not available yet as students will graduate in August 2018

* 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 and is delivered over a three-month period. VDP is funded by the Employees Retraining Board and the Labour and Welfare Bureau. The expenditures incurred from the 2013-14 to 2017-18 financial years are listed as follows:

Financial year	\$ Million
2013-14	25
2014-15	25
2015-16	21
2016-17	21
2017-18 (provisional)	21

The number of students and the completion rate of VDP are listed below:

AY	Number of students	Completion rate
2013/14	786	67%
2014/15	631	73%
2015/16	560	74%
2016/17	510	76%
2017/18	Staggered intakes over the AY; admission is still in progress	

YC's programmes and VDP courses cover various disciplines/fields, including beauty care and hairdressing, design, engineering, catering, sports coaching, and information technology.

- End -

CONTROLLING OFFICER'S REPLY

EDB367

(Question Serial No. 4779)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 4079)

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 by schools. 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 2012/13 to 2016/17 school years was about 3 600, 3 800, 3 800, 3 800 and 4 200 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB368

(Question Serial No. 4780)

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 Ingrid YEUNG)

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. (LegCo use): 4080)

Reply:

All of the public sector special schools are provided with barrier-free access, except two schools for social development because of site constraints and hence the provision is technically infeasible. In the 2017/18 school year, there are a total of 928 ordinary public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong. Among them, 232 schools constructed after 1997 are in compliance with the relevant 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, the 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 (MR) 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, and availability of funding. For instance, the EDB progressively took over MR projects for aided schools in April 2010, and has so far approved a total of 46 lift installation applications, with another 68 pending approval.

Based on the experience in handling relevant works projects in the past few years, lift installation works generally involve more complicated work stages. As a result, it normally takes at least 4 to 5 years. To expedite the lift installation works for schools without such provision, the Government has made a provision of \$2 billion for centrally handling lift installation works. In order to collect the latest information on school premises and ascertain the schools' needs for lifts, the EDB sent a letter to all aided and Direct Subsidy Scheme (DSS) schools on 1 March to invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. After collecting the relevant information, we plan to arrange designated consultants to liaise with the schools concerned from the first quarter of 2019 onwards, with a view to assessing the preliminary technical feasibility for these aided schools as soon as practicable within one year. The installation timetable will be formulated based on the results of technical feasibility studies and the actual circumstances of individual schools.

Besides, the EDB has been providing additional resources to schools, including the Top-up Fund, to help them cater for students with special educational needs. Schools can apply for the Fund to procure special furniture and assistive equipment or carry out minor conversion works such as construction of ramps, procurement of stair climbers, conversion of toilets or tailor-made desks and chairs for students with physical disability with a view to facilitating their learning and participation in school activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB369

(Question Serial No. 4781)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the total number of students with special educational needs (SEN) in the past 5 years, with a breakdown by school type (primary schools, secondary schools, different types of special schools and international schools), grade level, gender, district of residence, tier, disability/SEN type, and Chinese speaking student/non-Chinese speaking (NCS) student.
2. Please list, by district, the number of students with SEN provided with an Individual Education Plan (IEP).
3. What categories and levels of students are provided with an IEP by schools? In what way can the effectiveness be assessed?
4. Please provide, in the past 5 years, the total number of students with SEN (including Chinese speaking and NCS students) who leave school before the completion of Secondary 6 education, with a breakdown by school type (primary schools, secondary schools, different types of special schools and international schools), gender, grade level, tier and disability/SEN type, as well as the respective percentage of these NCS students with SEN in the total number of students with SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4085)

Reply:

1. and 4.

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type, and among them, the number of non-Chinese speaking (NCS) students with SEN in the past 5 years (from the 2013/14 to 2017/18 school years) are set out at Appendix 1. As the provision of support services for students with SEN does not have relationship with their gender and district of

residence, we are unable to provide the number of students with SEN with a breakdown by gender and district of residence.

To help public sector mainstream schools cater for students with SEN, on top of regular subvention, the Education Bureau (EDB) has been providing these schools with additional resources including the Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Intensive Remedial Teaching Programme and Integrated Education Programme, additional teachers to support academic low achievers, Top-up Fund for procurement of special furniture and equipment, and Intensive Support Grant for hardcore cases, etc. The tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students and the distribution of students under the 3-tier Intervention Model may change accordingly. For students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classrooms. Submission of information about these students to the EDB is not required. The distribution of public sector mainstream primary schools and secondary schools eligible for the LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2013/14 to 2017/18 school years is set out at Appendix 2 and Appendix 3 respectively.

The number of students and number of NCS students by type of special schools from the 2013/14 to 2017/18 school years is set out at Appendix 4. As it is a common practice for special schools to adopt flexible groupings across grade levels and devise individual education plans to cater for the special educational needs of individual students, presenting the number of students by grade level is therefore not reflecting the actual practice in special schools.

The number of students with SEN studying in the English Schools Foundation schools, other international schools and private independent schools from the 2013/14 to 2017/18 school years is set out at Appendix 5. The figures are collected in the annual Student Enrolment Survey conducted by the EDB and refer to the position as at September of the respective school years. However, as some schools did not provide the relevant information in the survey, the data may not reflect the actual number of students. Besides, since these schools have their own mechanisms of classifying students with SEN which may not be comparable with those adopted in public sector schools, provision of breakdown by SEN type may be misleading. Since schools are not required to provide information on all students with SEN with breakdown by other categories, we are not able to provide the relevant figures.

The EDB has not collected and analysed information of Chinese speaking and NCS students with SEN who leave school before the completion of Secondary 6 as mentioned in the question.

2. and 3.

The Government adopts a dual-track mode in providing special education. The EDB will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with SEN will attend 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 needs 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 educational psychologists and 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 can ensure that appropriate support is provided for the student and the IEP is suitably implemented. As for 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 tier of support required as appropriate. As such, the tier 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.

**Number of students with special educational needs (SEN) and non-Chinese speaking (NCS) students with SEN studying in
public sector mainstream primary and secondary schools
by grade level and by SEN type from the 2013/14 to 2017/18 school years**^(Notes 1-2)

Specific Learning Difficulties		P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
	No. of NCS students	0	5	11	17	10	12	9	8	7	5	1	2
2014/15	Total no. of students	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
	No. of NCS students	0	2	18	19	20	12	8	3	8	7	4	0
2015/16	Total no. of students	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
	No. of NCS students	0	0	15	32	27	22	16	8	5	9	7	4
2016/17	Total no. of students	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309
	No. of NCS students	0	1	11	31	35	29	12	14	10	12	7	9
2017/18	Total no. of students	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
	No. of NCS students	0	2	18	14	37	34	21	14	15	14	12	7

Intellectual Disability		P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	97	88	98	130	181	157	183	137	175	161	125	145
	No. of NCS students	3	3	5	16	18	10	10	10	10	6	2	2
2014/15	Total no. of students	76	120	126	103	134	181	180	182	152	145	130	116
	No. of NCS students	0	6	7	7	18	20	11	11	11	8	6	3
2015/16	Total no. of students	87	89	140	122	95	130	219	168	181	117	121	122
	No. of NCS students	4	5	9	7	6	18	20	8	12	8	6	5
2016/17	Total no. of students	86	119	107	130	124	105	169	199	167	151	109	112
	No. of NCS students	6	6	8	9	8	9	25	13	9	13	6	6
2017/18	Total no. of students	76	113	153	102	121	125	126	149	194	137	122	99
	No. of NCS students	2	10	7	7	9	9	15	9	13	14	10	5

Autism Spectrum Disorders		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	547	662	624	533	502	444	396	345	298	246	199	179
	No. of NCS students	2	5	6	3	0	4	0	1	0	1	0	2
2014/15	Total no. of students	571	684	746	694	574	532	435	442	371	314	233	190
	No. of NCS students	3	4	4	8	3	1	3	2	1	0	1	0
2015/16	Total no. of students	633	803	816	814	750	604	495	471	497	384	309	227
	No. of NCS students	5	5	8	4	7	5	0	3	1	1	0	1
2016/17	Total no. of students	683	841	943	894	874	784	588	533	509	490	376	306
	No. of NCS students	4	7	4	8	4	6	2	1	2	1	1	0
2017/18	Total no. of students	743	883	974	1 005	929	892	755	633	545	518	460	365
	No. of NCS students	6	8	11	4	6	5	3	3	1	3	1	1

Attention Deficit/ Hyperactivity Disorder		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	45	200	508	648	700	751	710	709	589	482	320	204
	No. of NCS students	1	2	5	2	2	6	4	4	1	0	0	0
2014/15	Total no. of students	77	207	515	807	853	811	847	797	736	552	418	291
	No. of NCS students	0	0	3	5	1	3	2	3	4	1	0	0
2015/16	Total no. of students	133	260	605	827	1 023	1 005	938	983	846	716	486	381
	No. of NCS students	3	0	2	3	6	1	2	2	5	3	1	0
2016/17	Total no. of students	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461
	No. of NCS students	0	6	3	2	3	9	2	1	1	5	4	1
2017/18	Total no. of students	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
	No. of NCS students	0	1	7	4	6	5	5	4	1	1	2	5

Physical Disability		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	12	18	23	25	16	21	32	37	43	46	33	44
	No. of NCS students	0	0	0	1	0	0	1	0	0	0	1	1
2014/15	Total no. of students	12	16	21	23	26	16	18	33	47	46	38	34
	No. of NCS students	0	0	0	0	1	0	0	1	0	0	0	1
2015/16	Total no. of students	18	15	15	17	25	26	18	21	36	47	38	34
	No. of NCS students	0	0	0	0	0	1	0	0	1	0	0	0
2016/17	Total no. of students	12	27	16	19	16	24	26	18	23	41	44	38
	No. of NCS students	0	1	0	0	0	0	1	0	0	1	0	0
2017/18	Total no. of students	15	20	27	17	20	18	27	25	16	26	37	42
	No. of NCS students	0	0	1	0	0	0	0	1	0	1	0	0

Visual Impairment		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	4	5	3	5	7	4	12	12	19	18	20	19
	No. of NCS students	0	0	0	0	0	0	1	0	0	1	0	0
2014/15	Total no. of students	6	5	5	3	5	7	3	14	13	24	19	20
	No. of NCS students	0	0	1	0	0	0	0	1	0	0	0	0
2015/16	Total no. of students	7	8	6	5	3	5	8	3	16	13	23	19
	No. of NCS students	0	0	0	1	0	0	0	0	1	0	0	1
2016/17	Total no. of students	1	8	8	7	4	1	7	9	11	18	12	21
	No. of NCS students	0	0	0	0	0	0	0	0	0	1	0	0
2017/18	Total no. of students	7	4	9	8	7	4	4	7	17	12	15	10
	No. of NCS students	0	0	0	0	0	0	0	0	0	0	1	0

Hearing Impairment		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	38	36	43	44	51	52	60	68	55	76	58	83
	No. of NCS students	0	2	1	0	1	1	0	0	3	1	0	1
2014/15	Total no. of students	44	46	38	46	44	56	57	69	71	63	69	54
	No. of NCS students	0	1	1	0	0	1	2	0	0	3	2	0
2015/16	Total no. of students	36	49	59	46	44	45	63	58	72	74	59	68
	No. of NCS students	0	0	1	2	1	0	1	2	0	1	2	2
2016/17	Total no. of students	46	43	53	62	50	42	42	58	59	71	65	56
	No. of NCS students	1	0	0	1	2	0	0	1	1	0	0	2
2017/18	Total no. of students	72	55	54	54	61	51	50	45	58	59	68	59
	No. of NCS students	1	1	0	0	1	3	1	0	1	1	0	0

Speech & Language Impairment		P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	Total no. of students	36	815	447	271	178	130	65	41	40	19	18	24
	No. of NCS students	1	30	23	17	8	3	2	1	1	1	1	0
2014/15	Total no. of students	17	916	440	261	146	112	70	48	47	23	29	23
	No. of NCS students	0	24	16	11	10	3	3	1	3	0	0	2
2015/16	Total no. of students	31	772	585	361	209	141	107	36	51	49	31	26
	No. of NCS students	3	30	24	22	15	10	5	2	4	6	3	0
2016/17	Total no. of students	18	872	601	469	337	220	135	74	58	37	22	28
	No. of NCS students	0	24	31	26	19	14	6	4	3	2	3	2
2017/18	Total no. of students	13	878	546	415	334	246	171	62	60	33	26	15
	No. of NCS students	0	29	28	26	24	13	10	6	3	2	2	0

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the tables do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
3. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant
by number of students with special educational needs (SEN) requiring tier-2 support from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-2 support	Number of schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	17	1	7	0	2	1	2	9	1
1-10	18	107	15	92	15	81	11	57	41	50
11-20	35	65	28	72	26	72	26	77	23	67
21-30	53	33	47	41	35	49	26	56	19	57
31-40	62	38	56	27	55	27	47	27	47	34
41-50	66	22	68	31	63	22	62	26	57	30
51-60	44	27	52	31	51	25	62	19	65	21
61-70	16	29	23	17	33	21	37	25	41	21
71-80	3	11	10	21	19	25	22	25	28	14
81-90	3	11	3	16	7	17	9	15	10	23
91-100	0	10	1	8	4	13	8	18	8	18
More than 100	0	12	0	20	2	28	3	35	7	49

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant
by number of students with special educational needs (SEN) requiring tier-3 support from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-3 support	Number of schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	39	90	41	90	42	77	39	72	66	60
1-5	243	281	243	284	253	294	259	295	270	309
6-10	16	7	14	5	10	6	11	8	12	9
11-15	0	2	2	1	1	3	1	4	3	1
16-20	0	0	0	0	1	0	2	1	1	3
More than 20	3	2	4	3	3	2	2	2	3	3

**Total number of students and number of non-Chinese speaking (NCS) students by type of special school
from the 2013/14 to 2017/18 school years**

School type		2013/14	2014/15	2015/16	2016/17	2017/18
Visual Impairment	Total no. of students	124	126	125	123	112
	No. of NCS students	5	7	11	12	8
Hearing Impairment	Total no. of students	111	102	87	89	84
	No. of NCS students	18	18	19	18	17
Physical Disability	Total no. of students	936	921	915	883	877
	No. of NCS students	36	44	51	46	44
Mild Intellectual Disability	Total no. of students	3 098	3 051	3 049	3 103	3 154
	No. of NCS students	76	88	105	116	139
Moderate Intellectual Disability	Total no. of students	1 822	1 865	1 879	1 911	1 992
	No. of NCS students	91	104	125	127	133
Severe Intellectual Disability	Total no. of students	704	691	679	687	699
	No. of NCS students	26	31	36	32	39
School for Social Development	Total no. of students	744	632	600	553	594
	No. of NCS students	2	14	16	16	10

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 NCS based on the spoken language at home.
3. Students from the Hospital School are not included due to the transitional nature of the education service provided.

**Number of students with special educational needs (SEN) in the English Schools Foundation (ESF) schools,
other private international schools and private independent schools (PIS)
from the 2013/14 to 2017/18 school years**

School Year	ESF		PIS		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2017/18	439*	422*	183	234	404	284	1 026	940

- * The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

1. Figures refer to 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, the ESF and other private international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

- End -

CONTROLLING OFFICER'S REPLY**EDB370****(Question Serial No. 4782)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4086)

Reply:

The average unit costs per school place and per boarding place for each type of special schools in the 2017/18 school year are as follows:

School Type	Average Unit Cost per School Place	Average Unit Cost per Boarding Place
School for Children with Visual Impairment	\$359,000	\$183,500
School for Children with Hearing Impairment	\$343,500	Not Applicable ^{Note1}
School for Children with Physical Disability	\$334,000	\$302,500
School for Children with Mild Intellectual Disability	\$195,500	Not Applicable ^{Note2}
School for Children with Moderate Intellectual Disability	\$285,500	\$258,500
School for Children with Severe Intellectual Disability	\$361,500	\$331,500
School for Social Development	\$200,000	Not Applicable ^{Note3}
Hospital School	\$198,500	Not Applicable ^{Note4}

Notes:

- (1) 1 school for children with hearing impairment will complete mainstreaming in the 2018/19 school year. In the 2017/18 school year, its boarding section only provided a few boarding places based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.
- (2) Schools for children with mild intellectual disability do not provide boarding service.
- (3) Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- (4) Hospital School only provides educational services to hospitalized students and does not provide boarding services.

- End -

CONTROLLING OFFICER'S REPLY

EDB371

(Question Serial No. 4783)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please advise on the number of primary and secondary school students receiving full grant, half grant and the Comprehensive Social Security Assistance (CSSA) and their respective percentage share in the total number of primary and secondary school students in the past 5 school years.
2. Please tabulate the number and percentage share of primary and secondary school students receiving full grant, half grant, the CSSA and participating 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 past 5 school years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4087)

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 share (where applicable) in the total number of primary and secondary students in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 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	%
2012/13	Primary	64 404	146 513	21.1%	39 810	105 703	15.2%	33 110	77 437	NA#
	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	NA#
	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	NA#
	Secondary	67 566			53 913			35 173		
2015/16	Primary	67 371	129 962	20.1%	37 211	85 142	13.2%	27 461	59 578	NA#
	Secondary	62 591			47 931			32 117		
2016/17	Primary	68 700	128 062	20.1%	36 711	80 254	12.6%	25 804	55 159	NA#
	Secondary	59 362			43 543			29 355		

As the CSSA data is as at end-December each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

- The number and percentage share (where applicable) of primary and secondary students receiving full grant, half grant, and the CSSA and participating 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, 2014/15, 2015/16 and 2016/17 school years are listed in the following tables. 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	NA#
	2013/14	64 470	99.4%	31 820	NA#
	2014/15	63 190	95.0%	29 640	NA#
	2015/16	64 220	95.3%	27 660	NA#
	2016/17	67 400	98.1%	27 470	NA#
Secondary	2012/13	80 110	97.6%	44 790	NA#
	2013/14	73 070	99.9%	39 900	NA#
	2014/15	68 300	99.9%	36 700	NA#
	2015/16	62 140	99.3%	34 080	NA#
	2016/17	58 060	97.8%	33 290	NA#

- * Eligible students under the School-based After-School Learning and Support Programmes are students studying in public sector schools or schools under the Direct Subsidy Scheme whose families are in receipt of CSSA or receiving full grant under the Student Financial Assistance Schemes (SFAS). 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. students receiving half grant, new arrivals and single parent households) who do not receive CSSA or full grant.
- # As the CSSA data is as at end-December each year while the funding for 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 [@]	NA#
	2013/14	10 167	NA#
	2014/15	9 074	NA#
	2015/16	8 423	NA#
	2016/17 ⁰	--	--

- * 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 and single parent households) 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 studying in public sector schools or schools under the Direct Subsidy Scheme whose families are in receipt of CSSA or receiving full grant assistance under the SFAS. The eligibility criteria were expanded in subsequent years to cover half-grant students.
- # As the CSSA data is as at end-December each year while the funding for eligible students under the CCF After-school Care Pilot Scheme is based on each school year, the corresponding percentage share cannot be worked out.
- ⁰ The CCF After-school Care Pilot Scheme was completed after the end of 2015/16 school year.

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	NA#
	2013/14	54 021	83.3%	20 346	NA#
	2014/15	54 595	82.1%	19 649	NA#
	2015/16	59 165	87.8%	19 608	NA#
	2016/17	59 861	87.1%	19 390	NA#
Secondary	2012/13	56 202	68.4%	22 886	NA#
	2013/14	54 113	74.0%	21 888	NA#
	2014/15	49 205	72.8%	19 610	NA#
	2015/16	47 386	75.7%	19 097	NA#
	2016/17	42 661	71.9%	16 808	NA#

* Eligible students under the Hong Kong Jockey Club Life-wide Learning Fund are students studying in primary and secondary schools (excluding English School Foundation and international schools) whose families are in receipt of CSSA or receiving full grant under the SFAS. 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 and single parent households) who do not receive CSSA or full grant.

As the CSSA data is as at end-December each year while the funding for 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

EDB372

(Question Serial No. 4784)

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 Ingrid YEUNG)

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 number of students, the number of new students and their age, and the number of school leavers and their age with regard to schools for children with severe intellectual disability in the past 5 years. Please also provide the number of new applicants waiting for the various types of adult services, and the number of school leavers who could receive the various types of adult services in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4088)

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 2017/18 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 2017/18 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 under the annual major repairs exercise and emergency repairs mechanism. The total approved project estimates in 2017-18 financial year is about \$91 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 June 2016 and April 2017, namely “3109ET - A school for social development for boys in Area 2B, Tuen Mun” and “3111ET - A special school for students with mild, moderate and severe intellectual disabilities in Area 108, Tung Chung” as examples, the estimated construction unit costs, represented by the building and building services costs, are \$21,770 and \$24,280 per m² of Construction Floor Area in September 2015 and September 2016 prices respectively.

Apart from essential school facilities in the school section such as classrooms, special rooms (e.g. visual arts room, computer room, design and technology room and home economics room, etc. depending on the subjects offered by the special school), library, student activity centre, multi-purpose area, assembly hall, staff room and other ancillary facilities, including a disabled/fireman’s lift, facilities for the disabled, store rooms, toilets, 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 5 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 5 years is set out in Table II of Appendix 4. According to our record, the age range of new students in the past 5 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 5 school years is from 6 to 24.

I. Staff Establishment of the School Section in the 2017/18 School Year

School Type	Number of Teaching Staff <small>Note1</small>	Non-teaching Staff	
		Number of Specialist Staff <small>Note2</small>	Number of Non-specialist Staff <small>Note3</small>
Visual Impairment	43.1	18	29
Hearing Impairment	35	7.5	26
Physical Disability	224.4	151.5	293
Mild Intellectual Disability <small>Note4</small>	576.8	146.5	235.5
Moderate Intellectual Disability <small>Note4,5</small>	534.5	140.5	286
Severe Intellectual Disability <small>Note5</small>	206.6	114.5	284
School for Social Development	191.5	25	88
Hospital School	64.4	Not Applicable <small>Note 6</small>	28

Note:

- Teaching staff establishment excludes teachers employed with other grants (e.g. resource teacher for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teacher for Home-bound Teaching Programme in Hospital School).
- Specialist staff establishment includes school social worker, speech therapist, physiotherapist, occupational therapist, occupational therapy assistant, educational psychologist, braille staff and nurse.
- Non-specialist staff establishment includes clerical staff, laboratory technician, workshop attendant, janitor staff, motor/special driver, teacher assistant and artisan.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- 1 school for children with severe intellectual disability is operating classes for children with moderate intellectual disability on a pilot basis in the 2017/18 school year. The figures are categorised according to the respective class types.
- 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 2017/18 School Year

School Type	Number of Specialist Staff ^{Note1}	Number of Non-specialist Staff ^{Note2}
Visual Impairment	38	26.8
Hearing Impairment	3	2
Physical Disability	138	73
Moderate Intellectual Disability	110.8 ^{Note3}	69.7 ^{Note3}
Severe Intellectual Disability	197.2	121.8

Note:

1. Specialist staff establishment includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse.
2. Non-specialist staff establishment includes clerical assistant, janitor staff, cook and watchman.
3. The figures include staff who provided boarding service for children with moderate intellectual disability on a pilot basis in 1 school for children with severe intellectual disability in the 2017/18 school year.

I. Salary Scale of Teaching Staff in the 2017/18 School Year

Post	Salary Scale
Certificated Master/Mistress	\$27,485 – \$44,415
Assistant Master/Mistress	\$46,445 – \$55,825
Senior Assistant Master/Mistress	\$58,425 – \$67,065
Assistant Primary School Master/Mistress	\$28,865 – \$55,825
Primary School Master/Mistress	\$58,425 – \$67,065
Senior Primary School Master/Mistress	\$67,270 – \$68,730
Graduate Master/Mistress	\$28,865 – \$67,065
Senior Graduate Master/Mistress	\$67,270 – \$82,425
Principal Graduate Master/Mistress	\$78,775 – \$89,675
Principal II	\$85,970 – \$101,070
Principal I	\$107,870 – \$124,280

II. Salary Scale of Specialist Staff in the 2017/18 School Year

Post		Salary Scale
Educational Psychologist II		\$42,410 – \$67,065
Educational Psychologist I		\$67,270 – \$101,070
Occupational Therapist Assistant		\$18,205 – \$28,865
Occupational Therapist II		\$27,485 – \$44,415
Occupational Therapist I		\$46,445 – \$67,270
Senior Occupational Therapist		\$67,270 – \$82,425
Physiotherapist II		\$27,485 – \$44,415
Physiotherapist I		\$46,445 – \$67,270
Senior Physiotherapist		\$67,270 – \$82,425
Speech Therapist		\$30,320 – \$67,065
Special School Social Worker	Assistant Social Work Officer	\$30,320 – \$67,065
	Senior Social Work Assistant	\$42,410 – \$55,825
Registered Nurse		\$28,865 – \$46,445
Braille Staff		\$17,080 – \$28,865
Warden	Assistant Social Work Officer	\$30,320 – \$67,065
	Senior Social Work Assistant	\$42,410 – \$55,825
	Chief Social Work Assistant	\$58,425 – \$67,065
Assistant Warden	Social Work Assistant	\$20,650 – \$40,505
	Senior Social Work Assistant	\$42,410 – \$55,825
Houseparent		\$20,650 – \$40,505
Houseparent-in-charge		\$20,650 – \$40,505 ^{Note}
Programme worker		\$20,650 – \$40,505

Note:

A responsibility allowance will be payable to the houseparent-in-charge at the rate of two increments (range from \$2,575 to \$3,910) above their substantive pay.

II. Salary Scale of Non-specialist Staff in the 2017/18 School Year

Post	Salary Scale
Laboratory Technician III	\$13,570 – \$15,400
Laboratory Technician II	\$19,395 – \$38,675
Laboratory Technician I	\$40,505 – \$53,300
Workshop Attendant	\$13,285 – \$16,240
Artisan	\$16,065 – \$19,395
Motor Driver	\$16,065 – \$19,395
Special Driver	\$19,395 – \$21,880
Teacher Assistant	\$12,475 – \$14,700
Watchman	\$13,285 – \$16,240
Cook	\$16,065 – \$19,395
Clerical Assistant	\$12,480 – \$21,880 #
Assistant Clerical Officer	\$14,140 – \$28,865 #
Janitor Staff	\$12,475 – \$14,700 #

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 in the 2017/18 School Year

School Type	Average Unit Cost per School Place
Visual Impairment	\$359,000
Hearing Impairment	\$343,500
Physical Disability	\$334,000
Mild Intellectual Disability	\$195,500
Moderate Intellectual Disability	\$285,500
Severe Intellectual Disability	\$361,500
School for Social Development	\$200,000
Hospital School	\$198,500

II. The Average Unit Cost per Boarding Place in the 2017/18 School Year

School Type	Average Unit Cost per Boarding Place
Visual Impairment	\$183,500
Hearing Impairment ^{Note}	Not Applicable
Physical Disability	\$302,500
Moderate Intellectual Disability	\$258,500
Severe Intellectual Disability	\$331,500

Note:

1 school for children with hearing impairment will complete mainstreaming in the 2018/19 school year. In the 2017/18 school year, its boarding section only provided a few boarding places based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.

I. Number of Students, New Students and Leavers of Schools for Children with Severe Intellectual Disability (SID Schools) from the 2012/13 to 2016/17 School Years

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Number of Students ^{Note1}	729	704	691	679	687
Number of New Students ^{Note2, 4}	49	65	59	70	73
Number of School Leavers ^{Note3, 4}	83	76	79	62	73

Note:

- 1 Figures show the position as at September of the respective school years.
- 2 Only first admission to an SID school is counted.
- 3 Only last attendance at an SID school 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 2012/13 to 2016/17 School Years

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Admission	39	38	49	37	28
Wait-listing	17	12	10	6	15

Note:

- 1 Adult services include day activity centres, sheltered workshop cum hostels, supported hostels, 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 school leavers.

- End -

CONTROLLING OFFICER'S REPLY

EDB373

(Question Serial No. 4785)

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 Ingrid YEUNG)

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. (LegCo use): 4089)

Reply:

- 1a) Figures on projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2017/18 to 2020/21 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 district in the 2017/18 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. Fee remission will be granted to applicants who pass the means test of the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency and meet the eligibility criteria for the KCFRS. The number of successful applications of KG students who meet the eligibility criteria under the KCFRS for the 2017/18 school year is set out at Appendix 3. SFO does not have information on the number of eligible KG students who will be granted fee remission under the KCFRS in the coming 3 school years.
2. As regards parents' expenses on school uniforms, textbooks, tea and snacks, etc. (generally referred as "miscellaneous charges"), we have stipulated in a circular to KGs which joined the new KG education scheme (Scheme) that government subsidy and school fees (if any) should have covered all expenses directly related to the learning and teaching of students and school operation. Scheme-KGs should keep sales of school items and provision of paid services to a minimum and observe the guiding principles set out in the circular issued by the Education Bureau, including that the purchase must be of voluntary nature, no profit should be generated from the sale of textbooks, and profit for other items (if any) should not exceed 15% of the cost. All profit generated must be ploughed back into the KGs for use in school operation and provision of KG education services. To enhance transparency, KGs are required to disclose the list of items and fees charged in the preceding school year on their school website and in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres. Under the new KG education policy, an on-going grant is provided to KG students from needy families to defray school-related expenses incurred such as books, stationery and school uniforms.

Projected school-age population aged 3-5 who are residing in Hong Kong by district
in the 2017/18 to 2020/21 school years

District	2017/18	2018/19	2019/20	2020/21
Central and Western	7 400	7 100	6 800	6 800
Wan Chai	4 700	4 500	4 400	4 400
Eastern	11 700	11 300	11 100	11 000
Southern	4 800	4 700	4 600	4 600
Yau Tsim Mong	10 900	10 800	10 500	10 500
Sham Shui Po	9 700	9 700	10 600	11 600
Kowloon City	9 700	9 400	9 400	9 500
Wong Tai Sin	6 800	6 800	6 900	7 000
Kwun Tong	12 500	13 300	13 100	12 500
Sai Kung	10 900	10 700	10 700	10 800
Sha Tin	15 900	16 200	16 700	17 300
Tai Po	7 600	7 800	8 200	8 600
North	7 200	7 500	7 700	8 200
Yuen Long	15 600	15 600	16 100	16 300
Tuen Mun	12 200	12 900	13 200	13 300
Tsuen Wan	8 200	7 800	7 800	7 700
Kwai Tsing	8 700	8 400	8 200	8 100
Islands	4 300	4 300	4 800	4 800
All Districts	168 500	168 900	170 800	173 200

- Notes: (1) Figures in the above table are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department (C&SD) in September 2017 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 receive 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 2016-based Population Projections released by C&SD in September 2017. 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 2017/18 school year

District	Number of students
Central and Western	6 292
Wan Chai	7 132
Eastern	11 631
Southern	4 753
Yau Tsim Mong	6 665
Sham Shui Po	9 740
Kowloon City	22 794
Wong Tai Sin	7 374
Kwun Tong	12 344
Sai Kung	9 196
Sha Tin	15 051
Tai Po	6 738
North	10 660
Yuen Long	16 742
Tuen Mun	12 469
Tsuen Wan	7 273
Kwai Tsing	10 475
Islands	3 818
Total	181 147

- Notes: (1) Figures refer to the position as at September 2017.
 (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 2017/18 school year

	2017/18 School Year (as at 31 January 2018)
Number of kindergarten students granted fee remission (Note)	22 716

Note: Excluding kindergarten students who pass the means test but do not need to pay school fees.

- End -

CONTROLLING OFFICER'S REPLY

EDB374

(Question Serial No. 4786)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (228) Student Financial Assistance

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. How many students are now receiving the Comprehensive Social Security Assistance (CSSA)? Please list the respective number 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 district? 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 extra-curricular activities? What was the effectiveness of the Programme? What is the estimated amount of provisions for the next 3 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4090)

Reply:

1. The number of students in receipt of the Comprehensive Social Security Assistance (CSSA) with breakdown by school level is tabulated below:

School Level	As at end-December 2017 (preliminary figures)
Kindergarten	7 618
Primary School	22 591
Secondary School	25 232

2. In the light that schools and parents would arrange school buses for their students/children on their own, the number of students who travel to and from schools by school bus with breakdown by district and fare 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 (SBG) and Community-based Project (CBP) Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of 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, 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 SFAS 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 SBG (i.e. the annual subsidy rate of each eligible student has increased from \$400 to \$600 and the 25% of additional SBG funding from discretionary quota is calculated at the rate of \$600 per eligible student).

In the 2017/18 school year, the total funding earmarked for the Programme is about \$240 million, including about \$117 million for the SBG and about \$123 million for the CBP Grant. For the SBG, 902 schools which constitute more than 90% of all the schools in the territory with 213 400 students eligible for the grant have participated in the Programme. Among them, about 54 400, 126 800 and 32 200 are in receipt of CSSA, full grant of SFAS and others (i.e. participating under the 25% discretionary quota) respectively. Regarding the CBP Grant, the 508 projects organised by 169 NGOs are targeted at individual eligible students totaling about 100 000. To avoid unnecessary labelling on participating students, NGOs have not asked participating students referred by schools to identify themselves as CSSA recipients, full-grant SFAS recipients or participants using discretionary quota. Breakdown of participating students by students in receipt of CSSA, full grant of SFAS, etc. is therefore not available.

The objectives of organising various after-school activities by participating schools under the Programme are to help increase learning effectiveness (such as tutorial services 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 volunteer 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 and is targeted at schools and NGOs. 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. Information on 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 SBG is accountable for proper use of the grant for its intended objectives and 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. Upon review of the utilisation of the funding, EDB has enhanced the SBG starting from the 2014/15 school year, including increasing schools' discretionary quota 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**EDB375****(Question Serial No. 4787)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4092)Reply:

The numbers of non-Chinese Speaking (NCS) students with special educational needs (SEN) studying in public sector mainstream schools and special schools in the past 5 school years are provided below:

School year	NCS Students with SEN	
	Mainstream schools	Special schools
2013/14	337	254
2014/15	349	306
2015/16	462	363
2016/17	512	367
2017/18	547	390

Notes:

1. The figures refer to 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

EDB376

(Question Serial No. 4790)

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

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the total number of students with special educational needs (SEN) in the territory by school type and the 8 types of SEN in 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 in 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 for 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 type in the past 5 years.
4. Please provide the number of students with SEN studying in mainstream primary and secondary schools in the territory by severity (i.e. tiers 1, 2 and 3) and SEN type in 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. (LegCo use): 4095)

Reply:

1. to 4.

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade level and by SEN type from the 2013/14 to 2017/18 school years is set out at Appendix 1. The total number of students with SEN studying in the English Schools Foundation schools, other international schools and private independent schools from the 2013/14 to 2017/18 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.

As the provision of support services for students with SEN does not have relationship with the district in which they live or study, providing the number of students with SEN by district is not meaningful. Hence, we have not compiled such figures.

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 public sector mainstream schools cater for their students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. The tier of support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students and the distribution of students under the 3-tier Intervention Model may change accordingly. For students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classrooms. Submission of information about these students to the EDB is not required. The distribution of public sector mainstream primary schools and secondary schools eligible for the Learning Support Grant by number of students with SEN requiring tier-2 and tier-3 support from the 2013/14 to 2017/18 school years is set out at Appendix 3.

Based on the information provided by 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) universities and non-UGC-funded institutions from the 2013/14 to 2017/18 academic years is set out at Appendix 4.

**Number of students with special educational needs (SEN) studying in
public sector mainstream primary and secondary schools
by grade level and by SEN type from the 2013/14 to 2017/18 school years^(Note 1)**

Specific Learning Difficulties	P1 (Note 2)	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
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	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
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

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
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

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
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

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
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

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
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

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
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

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
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The number of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

**Number of students with special educational needs (SEN) in the English Schools Foundation (ESF) schools,
other international schools, and private independent schools (PIS)
from the 2013/14 to 2017/18 school years**

School Year	ESF		PIS		Other International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2017/18	439*	422*	183	234	404	284	1 026	940

- * The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

1. Figures show the position as at September of the respective school years.
2. Statistics cover students with SEN under integrated classes / special classes / special schools in the PIS, ESF and other international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

Table 1

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by number of students with special educational needs (SEN) requiring tier-2 support from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-2 support	Number of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	17	1	7	0	2	1	2	9	1
1-10	18	107	15	92	15	81	11	57	41	50
11-20	35	65	28	72	26	72	26	77	23	67
21-30	53	33	47	41	35	49	26	56	19	57
31-40	62	38	56	27	55	27	47	27	47	34
41-50	66	22	68	31	63	22	62	26	57	30
51-60	44	27	52	31	51	25	62	19	65	21
61-70	16	29	23	17	33	21	37	25	41	21
71-80	3	11	10	21	19	25	22	25	28	14
81-90	3	11	3	16	7	17	9	15	10	23
91-100	0	10	1	8	4	13	8	18	8	18
More than 100	0	12	0	20	2	28	3	35	7	49

Table 2

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by number of students with special educational needs (SEN) requiring tier-3 support from the 2013/14 to 2017/18 school years**

Number of students with SEN requiring tier-3 support	Number of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	39	90	41	90	42	77	39	72	66	60
1-5	243	281	243	284	253	294	259	295	270	309
6-10	16	7	14	5	10	6	11	8	12	9
11-15	0	2	2	1	1	3	1	4	3	1
16-20	0	0	0	0	1	0	2	1	1	3
More than 20	3	2	4	3	3	2	2	2	3	3

Number of students with special educational needs (SEN) ^(Note 1) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2013/14 to 2017/18 academic years

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	Non-UGC funded	Total	UGC-funded	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

2017/18 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 4)	Non-UGC funded	Total	UGC-funded (Note 4)	Non-UGC funded	Total
Specific Learning Difficulties	2	302	304	39	33	72
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	88	88	29	15	44
Attention Deficit / Hyperactivity Disorder	0	110	110	40	35	75
Physical Disability	1	46	47	50	21	71
Visual Impairment	0	28	28	37	18	55
Hearing Impairment	1	80	81	86	32	118
Speech and Language Impairment	0	39	39	12	13	25
Others ^(Note 3)	12	159	171	167	70	237
Total	16	852	868	460	237	697

Notes:

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. Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB377

(Question Serial No. 4791)

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 Ingrid YEUNG)

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. (LegCo use): 4097)

Reply:

(1) & (2)

In the 2017/18 school year, 460 and 396 Native-speaking English Teachers (NETs) are engaged in public sector primary schools and secondary schools respectively, including 23 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

EDB378

(Question Serial No. 4792)

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 Ingrid YEUNG)

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. (LegCo use): 4098)

Reply:

Under the School-based Educational Psychology Service, 1 educational psychologist (EP) serves 6 to 10 public sector schools (including both primary and secondary schools). The Government has further enhanced the School-based Educational Psychology Service (Enhanced SBEPS) by progressively improving the ratio of EP to school to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs from the 2016/17 school year. The Enhanced SBEPS has covered 80 primary and secondary schools in the 2017/18 school year as planned, and will extend to about 120 primary and secondary schools in the 2018/19 school year. The EDB will continue to keep in view the service needs of schools and the supply and demand of EPs, in order to make plans for the arrangement of the Enhanced SBEPS in the 2019/20 school year and beyond.

- End -

CONTROLLING OFFICER'S REPLY

EDB379

(Question Serial No. 4793)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the total number of non-Chinese students studying in public sector schools by type of school and class level in the past 5 years.
2. Please give a breakdown of the number of public sector school leavers who dropped out without completing senior secondary education by last grade studied and ethnicity in the past 5 years.
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. (LegCo use): 4100)

Reply:

1. The total number of ethnic minority (EM) students in public sector schools by grade and by sector from the 2013/14 to 2017/18 school years are 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 2013/14 to 2016/17 school years is tabulated below. Information for the 2017/18 school year is not yet available.

School year Grade Level	2013/14	2014/15	2015/16	2016/17
S4	1 370	1 533	1 010	943
S5	837	1 041	645	584
S6	3	8	11	95

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 2013/14 to 2017/18 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 devise individual education plans to cater for the SEN of the students. Hence, the actual operation of special schools cannot be reflected if the number of students is presented according to grade levels.

Number of Ethnic Minority Students in Public Sector Schools by Grade and by Sector from the 2013/14 to 2017/18 School Years

Level	Grade	2013/14			2014/15			2015/16			2016/17			2017/18		
		Government	Aided	Caput	Government	Aided	Caput	Government	Aided	Caput	Government	Aided	Caput	Government	Aided	Caput
Primary	P1	212	1 070		244	1 157		220	1 158		216	1 158		219	1 232	
	P2	181	1 047		217	1 134		246	1 171		244	1 197		237	1 222	
	P3	188	961		198	1 038		233	1 162		256	1 171		250	1 232	
	P4	207	893		187	985		210	1 037		244	1 175		274	1 184	
	P5	258	912		207	904		201	983		219	1 037		246	1 179	
	P6	237	914		263	908		210	890		197	980		221	1 031	
	P1-P6	1 283	5 797		1 316	6 126		1 320	6 401		1 376	6 718		1 447	7 080	
Secondary	S1	101	552	-	116	753	-	112	838	-	81	764	-	72	854	1
	S2	117	529	-	100	507	-	107	696	-	104	750	1	82	720	-
	S3	123	481	1	115	542	-	99	529	-	104	686	-	99	756	1
	S4	130	471	1	121	501	1	113	551	-	105	557	-	100	712	-
	S5	104	297	-	132	411	1	107	441	1	103	481	-	94	463	-
	S6	96	234	-	97	261	-	128	378	1	107	411	1	103	455	-
	S1-S6	671	2 564	2	681	2 975	2	666	3 433	2	604	3 649	2	550	3 960	2
Total		1 954	8 361	2	1 997	9 101	2	1 986	9 834	2	1 980	10 367	2	1 997	11 040	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 2013/14 to 2017/18 school years**

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

2017/18 school year

Ethnicity	Special School	Mainstream Primary School						Mainstream Secondary School					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	13		1	4			2		1				
Filipino	58	2	5	8	5	9	8	5	3	3	5	3	3
Indian	25		6	7	2	2	3	4	1		2	2	1
Pakistani	146	1	10	14	19	38	34	23	17	21	14	13	7
Nepalese	55	3	16	13	11	6	4	3	1	2	2	1	1
Japanese	12					1		1					
Thai	4		3	5	3	6	5	5	4	1			
Korean	3			1	1								
Other Asian	7					1						1	
White	9	1	2	5	2	4	6		1		1		
Others	27		2	6	7	6	3	8	4	5	1	1	1

Notes:

1. Figures refer to 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.
4. "Mixed" is not classified as an ethnicity.

- End -

CONTROLLING OFFICER'S REPLY

EDB380

(Question Serial No. 4794)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 4102)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students, and the number of NCS ethnic minority students by ethnicity as asked in the question studying at different grade levels in public sector and Direct Subsidy Scheme primary and secondary schools from the 2013/14 to 2017/18 school years are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels
in primary and secondary schools from the 2013/14 to 2017/18 school years**

Level	Grade	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
Primary (Primary 1–6)	P1	1 445	1 574	1 583	1 574	1 625
	P2	1 459	1 533	1 609	1 643	1 670
	P3	1 376	1 467	1 574	1 617	1 670
	P4	1 322	1 399	1 461	1 593	1 644
	P5	1 368	1 353	1 414	1 451	1 583
	P6	1 320	1 371	1 317	1 388	1 430
	P1-P6	8 290	8 697	8 958	9 266	9 622
Secondary (Secondary 1–6)	S1	1 437	1 613	1 730	1 648	1 772
	S2	1 468	1 424	1 547	1 633	1 620
	S3	1 366	1 493	1 457	1 523	1 672
	S4	1 312	1 376	1 505	1 454	1 560
	S5	1 101	1 307	1 324	1 452	1 376
	S6	892	1 011	1 219	1 261	1 383
	S1-S6	7 576	8 224	8 782	8 971	9 383

Notes:

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

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels from the 2013/14 to 2017/18 school years**

Primary Schools

P1	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	18	21	27	25	27
Filipino	194	216	206	214	191
Indian	147	143	162	134	152
Pakistani	481	521	485	473	514
Nepalese	246	299	332	324	322
Japanese	16	26	22	25	20
Korean	7	11	10	6	17
Other Asian	34	65	58	44	49
White	118	109	95	134	116
Black	6	9	12	18	20
Others	88	49	68	55	71
Total	1 355	1 469	1 477	1 452	1 499

P2	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	12	22	20	27	29
Filipino	211	208	222	211	232
Indian	163	154	145	169	145
Pakistani	515	506	545	507	514
Nepalese	220	253	295	341	321
Japanese	19	14	21	27	26
Korean	5	9	11	14	7
Other Asian	23	73	69	67	54
White	98	118	102	112	137
Black	12	8	11	15	24
Others	74	61	54	60	51
Total	1 352	1 426	1 495	1 550	1 540

P3	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	17	12	21	26	26
Filipino	211	224	222	220	215
Indian	168	159	156	149	177
Pakistani	490	522	513	557	521
Nepalese	206	222	269	296	343
Japanese	12	18	17	18	25
Korean	5	4	6	14	10
Other Asian	35	42	85	74	74
White	62	90	114	101	112
Black	8	9	7	12	16
Others	80	53	58	51	60
Total	1 294	1 355	1 468	1 518	1 579

P4	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	10	18	15	21	29
Filipino	194	210	226	230	230
Indian	138	171	168	166	152
Pakistani	457	505	518	542	571
Nepalese	250	204	222	272	298
Japanese	9	12	16	15	14
Korean	4	5	6	9	15
Other Asian	28	61	50	88	74
White	55	65	78	104	91
Black	4	6	9	8	10
Others	79	53	46	49	54
Total	1 228	1 310	1 354	1 504	1 538

P5	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	13	10	18	14	19
Filipino	228	199	214	221	238
Indian	155	139	176	177	164
Pakistani	498	469	502	536	553
Nepalese	212	249	210	227	268
Japanese	7	7	13	16	15
Korean	2	6	4	6	11
Other Asian	32	51	72	50	89
White	53	55	56	66	88
Black	8	5	9	11	10
Others	70	56	49	43	43
Total	1 278	1 246	1 323	1 367	1 498

P6	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	6	15	14	15	12
Filipino	237	228	200	213	222
Indian	191	157	137	175	175
Pakistani	480	506	458	506	536
Nepalese	212	207	244	211	224
Japanese	6	6	6	12	16
Korean	2	2	7	4	6
Other Asian	31	52	54	65	55
White	42	55	51	50	56
Black	4	8	3	8	11
Others	43	46	47	44	42
Total	1 254	1 282	1 221	1 303	1 355

Secondary Schools

S1	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	11	12	14	16	14
Filipino	238	266	273	239	249
Indian	185	220	218	199	228
Pakistani	506	559	599	521	591
Nepalese	194	249	249	262	230
Japanese	12	10	6	17	19
Korean	8	12	8	16	14
Other Asian	32	67	98	88	102
White	29	42	52	55	56
Black	2	3	6	8	9
Others	104	67	85	80	114
Total	1 321	1 507	1 608	1 501	1 626

S2	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	3	11	12	15	21
Filipino	253	248	275	284	234
Indian	236	187	221	210	209
Pakistani	494	474	528	546	515
Nepalese	239	194	242	243	258
Japanese	12	12	10	7	13
Korean	6	8	11	9	13
Other Asian	35	52	49	85	84
White	25	33	33	44	45
Black	4	1	3	6	9
Others	79	77	57	74	80
Total	1 386	1 297	1 441	1 523	1 481

S3	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	8	6	12	11	16
Filipino	247	254	259	277	294
Indian	202	232	184	221	215
Pakistani	469	505	484	509	590
Nepalese	232	229	199	238	245
Japanese	10	10	10	9	9
Korean	8	8	9	9	9
Other Asian	16	59	49	50	68
White	24	32	42	33	36
Black	2	4	3	3	7
Others	72	71	72	61	80
Total	1 290	1 410	1 323	1 421	1 569

S4	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	5	9	8	12	12
Filipino	258	241	254	251	282
Indian	206	200	223	182	222
Pakistani	416	448	489	465	506
Nepalese	208	240	235	213	248
Japanese	15	13	12	9	8
Korean	10	7	5	9	10
Other Asian	20	35	54	49	52
White	30	31	48	36	33
Black	1	4	6	3	4
Others	81	51	76	84	64
Total	1 250	1 279	1 410	1 313	1 441

S5	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	6	3	9	7	13
Filipino	210	242	221	243	233
Indian	181	192	196	204	168
Pakistani	272	382	401	460	416
Nepalese	169	201	209	210	182
Japanese	11	11	10	9	7
Korean	10	13	5	7	10
Other Asian	22	42	28	48	49
White	21	27	22	29	24
Black	4	3	4	6	3
Others	52	37	44	59	68
Total	958	1 153	1 149	1 282	1 173

S6	2013/14	2014/15	2015/16	2016/17	2017/18
Indonesian	5	6	2	11	6
Filipino	159	197	228	214	237
Indian	137	165	181	185	198
Pakistani	237	239	347	389	440
Nepalese	132	156	191	198	195
Japanese	10	10	9	8	10
Korean	3	9	12	5	5
Other Asian	10	33	42	27	43
White	9	15	21	20	24
Black	1	6	2	5	5
Others	45	30	32	32	54
Total	748	866	1 067	1 094	1 217

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include 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 do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB381

(Question Serial No. 4795)

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 Ingrid YEUNG)

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 programme registered, 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. (LegCo use): 4103)

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 2013/14 to 2017/18 academic years is set out below:

	2013/14		2014/15		2015/16		2016/17		2017/18 ^{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	109	87	93	104	94	104	83	105	90	109
Institutions jointly running the top-up Bachelor degree programmes										
Number of non-local institutions	34	25	28	25	28	25	26	22	28	22
Number of operators (for registered programmes)/ Number of local institutions of higher education (for exempted programmes)	29	8	24	8	24	8	19	8	21	8
Number of students enrolled	3 739	5 961	4 565	5 985	4 275	4 854	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 2018.

Note 3: Statistics not yet available as the related information will only be provided by operators/local institutions of higher education 6 months after the end of an academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB382

(Question Serial No. 4796)

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 Ingrid YEUNG)

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. (LegCo use): 4104)

Reply:

Information about duty visits to the Mainland made by the Secretary for Education in 2017-18 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 on 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 (SED)**

(1) From 1 April 2017 to 30 June 2017

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 23 April 2017	Shanghai and Hangzhou	To meet with local education officials and attend university exchange activities to promote cooperation in higher education	2	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009
31 May & 1 June 2017	Beijing	To visit Beijing with the leaders of the 8 University Grants Committee-funded universities to meet with officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on higher education	2	4,860	23,240	3,703	31,803
6 June 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macau University Alliance cum Presidents' Forum, and to visit the Cross-boundary Students Service Centre in Shenzhen to meet with parents of Hong Kong children and learn about updates on the schooling and living of the students	3	No expenses as no overnight stay	No air passage (by car)	7,646	7,646

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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 & 17 June 2017	Macau and Zhuhai	To meet with local education officials to deliberate on ways to enhance education cooperation through the development plan for a city cluster in the Guangdong-Hong Kong-Macao Bay Area	2	2,430	No air passage (by ferry)	4,645	7,075
22 June 2017	Shenzhen	To lead a delegation of representatives of school sponsoring bodies in a site visit to Shenzhen to explore opportunities for promoting education cooperation and student learning of the two places	2	No expenses as no over-night stay	No air passage (by car)	6,960	6,960

(2) From 1 July 2017 to 8 March 2018

Date of visit	Place of visit	Purpose of visit (Note 1)	Size 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))
18 to 20 September 2017	Beijing	To attend a working meeting with officials of the Ministry of Education, and to pay courtesy calls on the Hong Kong and Macao Affairs Office of the State Council and the Beijing Municipal Education Commission	-	3,240	4,256	2,730	10,226

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) 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. Subsistence allowance was 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 transport.

- End -

CONTROLLING OFFICER'S REPLY

EDB383

(Question Serial No. 4797)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 4105)

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. The Education Bureau (EDB), University Grants Committee (UGC) Secretariat and Working Family and Student Financial Assistance Agency (WFSFAA) follow the same principles and guidelines on official entertainment. In 2016-17 and 2017-18, the actual expenses on official entertainment incurred by EDB were \$434,889 and \$390,453 respectively and the estimated expenditure for 2018-19 is \$472,000. The actual expenses on official entertainment incurred by the UGC Secretariat were \$441,768 and \$432,448 in 2016-17 and 2017-18 respectively and the estimated expenditure for 2018-19 is \$483,000. The actual expenses on official entertainment incurred by WFSFAA were \$3,626 and \$3,330 in 2016-17 and 2017-18 respectively and the estimated expenditure for 2018-19 is \$23,000.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs on 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

EDB384

(Question Serial No. 4798)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the studies (if any) conducted by the Education Bureau (EDB) 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. (LegCo use): 4106)

Reply:

(a) The studies for which funding have been allocated from 2016-17 to 2017-18 are as follows:

(i) Studies commissioned by the Education Bureau (EDB) (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?
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.
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong	Others (by quotation)	Evaluation of the Native-speaking English Teacher Scheme in Primary Schools (PNET Scheme) The objectives are to: (i) inform the	1,398,952.21	December 2014	Completed (October 2016)	Key findings of the report 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.	Key observations about the Scheme were shared by the evaluation team in the PNET Scheme's 15th Anniversary Conference in March 2017, which was attended by

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?
3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University		public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools; (ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and (iii) inform policy making					over 300 participants representing 152 primary schools. Given the similar nature and purpose of the evaluation, the final report on the evaluation of the PNET Scheme will be uploaded to the website of the Education Bureau, together with the report on the evaluation of the Enhanced NET Scheme in Secondary Schools, in the 2018/19 school year.

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?
		regarding the development and implementation of the PNET Scheme.					
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.

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?
Asia One Communications Group	Others (by quotation)	Consultancy Service for the Brand Building Project for Hong Kong Qualifications Framework (HKQF) To enhance public recognition and awareness of the HKQF among its stakeholders.	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)	Feasibility Study on Alignment/ Recognition of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To explore possible ways of aligning or recognising	509,010	August 2015	Completed (April 2016)	The findings of the study are for internal reference.	Not applicable as findings of the study are for internal reference only.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		professional qualifications under the HKQF in the light of overseas experiences.					
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 a series of promotion strategies.</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.
Centre for Learning Enhancement and Research of	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	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
the Chinese University of Hong Kong						the Fourth Strategy on Information Technology in Education (ITE4), as appropriate.	
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,	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	1,392,113.42	January 2016	Completed (December 2017)	Key findings of the report 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 2018/19 school year.

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?
Azusa Pacific University		<p>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</p>					

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?
		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 the HKQF-recognised RPL qualifications of the experienced care-givers.</p>	599,949	January 2016	Completed (September 2017)	The findings of the pilot project are for internal reference.	Not applicable as findings of the study are for internal reference only.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
The Institute of the Motor Industry Hong Kong	Others (by quotation)	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Automotive Industry under the Hong Kong Qualifications Framework To develop the VQP for the Automotive industry.	798,000	January 2016	Completed (February 2017)	The findings of the pilot project are for internal reference.	Not applicable as findings of the pilot project are for internal reference only.
Hong Kong Shue Yan University	Others (by quotation)	Project on Referencing of the Hong Kong Qualifications Framework (HKQF) and the New Zealand Qualifications Framework (NZQF)	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.

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?
		To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between the HKQF and the NZQF and to prepare a report.					
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</p>	980,000	March 2016	Completed (September 2017)	The findings of the pilot project are for internal reference.	Not applicable as findings of the study are for internal reference only.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		industry.					
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 Qualifications Framework To develop the VQP for the Property Management industry.	495,000	April 2016	Completed (June 2017)	The findings of the pilot project are for internal reference.	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)	Study on Implementation of the Code of Good Practice for Self-financing Post-secondary	696,550	May 2016	Completed (June 2017)	The findings have been shared with stakeholders for reference.	An executive summary of the survey report has been uploaded to the Concourse website.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		Sector To understand the extent of the adoption of the Code in the sector.					
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Pilot Project on Phase II of Exploratory Study on Possible Alignment of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To test out criteria, principles and procedures for recognising and benchmarking professional qualifications with	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.

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?
		the HKQF.					
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	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 To review and recommend revisions to the GLD for better clarity and user-friendliness.	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)	Consultancy Study on Communications between Schools and Parents	1,134,000	January 2017	In progress	The findings and good practices identified will be used for sharing among schools to	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		To understand the communications between schools and parents as well as to identify good practices for sharing among schools.				improve effective and efficient communication with parents with a view to enhancing comprehensive care for children.	
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 the HKQF.	590,000	February 2017	In progress	The findings of the surveys will be published.	Not applicable as the surveys have not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
National Recognition Information Centre for the United Kingdom	Others (by quotation)	Project on the Use of Qualifications Framework (QF) Credit in Higher Education Sector To assist individual higher education institutions in the use of QF Credit and examine existing operational guidelines on use of credit.	Approx. 737,831.03 (GBP 68,850)	March 2017	In progress	The findings of the study will be for internal reference.	Not applicable as the project has not been completed.
The Chinese University of Hong Kong	Others (by quotation)	Study on Teacher Professional Learning under the Chief Executive's Award for Teaching Excellence (CEATE) To garner data on principals' and	1,429,163	April 2017	In progress	The findings will be used as reference for formulating strategies on the professional development of teachers and school leaders.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		teachers' learning needs, identify service gaps, and promote learning opportunities with a view to improving teaching and enhancing students' achievement.					
The University of Hong Kong	Others (by quotation)	<p>Consultancy Study on the Effectiveness of the Provision of Quality Kindergarten (KG) Education in Hong Kong under the Free Quality Kindergarten Education Policy</p> <p>To examine the effectiveness of the provision of quality KG education in</p>	2,948,876	April 2017	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.

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?
		Hong Kong under the new KG Education Policy; to identify good practices and areas for improvement for KGs joining the Scheme; and to investigate school factors that are conducive to the development of quality KG education.					
Consumer Search Hong Kong Limited	Others (by quotation)	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2016 To survey	1,238,000	July 2017	In progress	The findings will be shared with post-secondary institutions for reference.	Not applicable as the survey has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		employers' assessment of the performance of graduates as a way of tracing the results of the education system.					
The Education University of Hong Kong	Others (by quotation)	<p>Review on the Effectiveness of the Implementation of Life Planning Education in Secondary Schools in Hong Kong</p> <p>To evaluate the effectiveness and impacts of the implementation of Life Planning Education in schools and the support services under the</p>	599,760	August 2017	In progress	The findings of the review will serve as a reference for implementing the Life Planning Education policy.	Not applicable as the review has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		“Business-School Partnership Programme”.					
Policy 21 Limited	Others (by quotation)	<p>Consultancy Study on the Effectiveness of the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland</p> <p>To identify the benefits for stakeholders, the success and possible improvement of the Sister School Scheme and the Pilot Scheme as well as to consolidate experience for fostering continuous</p>	860,410	August 2017	In progress	The findings on the effectiveness of the Pilot Scheme will be used for mapping the way forward in respect of the support to be provided by the Government while the good practices identified will be shared among schools.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		professional interflows.					

(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?
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.

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?
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 the QAC's sub-degree audit cycle has been made known to the universities and published on the 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".	487,205 (USD 62,500)	July 2016	Completed (January 2018)	The UGC has completed 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 consultant's advice is for internal reference only.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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 support to the Sub-Group on Planning Exercise on the work pertaining to the Planning Exercise for the 2019-22 triennium.	682,500 (USD 87,500)	July 2017	In progress	The UGC will conduct the 2019-22 Planning Exercise, with the assistance of Mr MACKIE.	Not applicable as the study has not been completed.
Architecture Design and Research Group Limited	Others (by quotation)	To carry out a consultancy study to analyse the applicability and appropriateness of the formulae and standards being used to arrive at the space and accommodation needs of the UGC-funded universities. Space utilisation survey and audit of the space inventories of universities are also included in the study.	880,000	December 2017	In progress	The findings and recommendations will be used to consider the need for a complete review of the space requirement formulae of the UGC-funded universities.	Not applicable as the study has not been completed.

Separately, the Student Finance Office of the Working Family and Student Financial Assistance Agency has not earmarked provision between 2016-17 and 2017-18 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 2018-19.

(c) The consultancy studies for which provisions will be reserved in 2018-19 are as follows:

(i) Studies commissioned/ to be commissioned by the EDB (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)	<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 a series of promotion strategies.</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 surveys have not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
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.	Not applicable as the study has not been completed.
Hong Kong Shue Yan University	Others (by quotation)	Project on Referencing of the Hong Kong Qualifications Framework (HKQF) and the New Zealand Qualifications Framework (NZQF) To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level	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.

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?
		comparison between the HKQF and the NZQF and to prepare a report.					
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 the 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.

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?
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</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	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		parents as well as to identify good practices for sharing among schools.				parents with a view to enhancing comprehensive care for children.	
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 the HKQF.	590,000	February 2017	In progress	The findings of the surveys will be published.	Not applicable as the surveys have not been completed.
National Recognition Information Centre for the United	Others (by quotation)	Project on the Use of Qualifications Framework Credit in Higher Education Sector	Approx. 737,831.03 (GBP 68,850)	March 2017	In progress	The findings of the study will be for internal reference.	Not applicable as the project has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
Kingdom		To assist individual higher education institutions in the use of QF Credit and examine existing operational guidelines on use of credit.					
The Chinese University of Hong Kong	Others (by quotation)	<p>Study on Teacher Professional Learning under the Chief Executive's Award for Teaching Excellence (CEATE)</p> <p>To garner data on principals' and teachers' learning needs, identify service gaps, and promote learning opportunities with a view to improving</p>	1,429,163	April 2017	In progress	The findings will be used as reference for formulating strategies on the professional development of teachers and school leaders.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		teaching and enhancing students' achievement.					
The University of Hong Kong	Others (by quotation)	<p>Consultancy Study on the Effectiveness of the Provision of Quality Kindergarten Education in Hong Kong under the Free Quality Kindergarten (KG) Education Policy</p> <p>To examine the effectiveness of the provision of quality KG education in Hong Kong under the new KG Education Policy; to identify good practices and areas for improvement for KGs joining the</p>	2,948,876	April 2017	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.

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?
		Scheme; and to investigate school factors that are conducive to the development of quality KG education.					
Consumer Search Hong Kong Limited	Others (by quotation)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2016</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,238,000	July 2017	In progress	The findings will be shared with post-secondary institutions for reference.	Not applicable as the survey has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
The Education University of Hong Kong	Others (by quotation)	<p>Review on the Effectiveness of the Implementation of Life Planning Education in Secondary Schools in Hong Kong</p> <p>To evaluate the effectiveness and impacts of the implementation of Life Planning Education in schools and the support services under the "Business-School Partnership Programme".</p>	599,760	August 2017	In progress	The findings will serve as a reference for implementing the Life Planning Education policy.	Not applicable as the review has not been completed.
Policy 21 Limited	Others (by quotation)	Consultancy Study on the Effectiveness of the Pilot Scheme on Promoting Interflows between	860,410	August 2017	In progress	The findings on the effectiveness of the Pilot Scheme will be used for mapping the way forward in	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		<p>Sister Schools in Hong Kong and the Mainland</p> <p>To identify the benefits for stakeholders, the success and possible improvement of the Sister School Scheme and the Pilot Scheme as well as to consolidate experience for fostering continuous professional interflows.</p>				respect of the support to be provided by the Government while the good practices identified will be shared among schools.	
Policy 21 Limited	Others (by quotation)	<p>Survey on Stakeholders' Views on Self-financing Post-secondary Education</p> <p>To gauge the views</p>	550,000	January 2018	In progress	The findings of the study will be shared with relevant stakeholders for reference as appropriate.	Not applicable as the survey has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		of stakeholders on the role and positioning of the self-financing post-secondary education sector in Hong Kong, and its future development.					
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Study on International Experiences of Self-financing Post-secondary Education To better understand the development of self-financing post-secondary education in other advanced economies.	1,109,130	February 2018	In progress	The findings of the study will be shared with relevant stakeholders for reference as appropriate.	Not applicable as the survey has not been completed.
Education Policy Unit,	Others (by quotation)	Impact Study on the Implementation of	1,397,625	March 2018	In progress	The findings will be used as a reference	Not applicable as the study has not

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?
The University of Hong Kong		<p>the Current Phase of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong</p> <p>To understand the effectiveness of the current phase of the SDA framework in promoting continuous development of schools.</p>				for improvement to the SDA framework.	been completed.

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

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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 support to the Sub-Group on Planning Exercise on the work pertaining to the Planning Exercise for the 2019-22 triennium.	682,500 (USD 87,500)	July 2017	In progress	The UGC will conduct the 2019-22 Planning Exercise, with the assistance of Mr MACKIE.	Not applicable as the study has not been completed.
Architecture Design and Research Group Limited	Others (by quotation)	To carry out a consultancy study to analyse the applicability and appropriateness of the formulae and standards being used to arrive at the space and accommodation needs of the UGC-funded universities. Space utilisation survey and audit of the space	880,000	December 2017	In progress	The findings and recommendations will be used to consider the need for a complete review of the space requirement formulae of the UGC-funded universities.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of 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?
		inventories of universities are also included in the study.					

Separately, the Student Finance Office of the Working Family and Student Financial Assistance Agency is not planning to conduct any consultancy studies on public policy in 2018-19.

(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**EDB385****(Question Serial No. 4799)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the numbers of the 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. (LegCo use): 4107)

Reply:

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs from 2013/14 to 2017/18 school years are tabulated at 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 numbers 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 2013/14 to 2017/18 school years

Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS)/ new KG education scheme (KG Scheme)
(excluding former aided child care centres (FACs))

School Year	2013/14			2014/15			2015/16			2016/17			2017/18		
Operating classes	Joining the PEVS												Joining the KG Scheme		
	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	111	358	9	117	352	9	135	342	8	146	345	9	148	345
No. of teachers	89	1 872	5 229	93	2 055	5 315	100	2 363	5 336	91	2 541	5 429	96	2 660	5 355
No. of students	885	33 564	72 291	904	36 189	73 721	901	41 570	74 050	800	44 584	72 967	814	45 634	69 113

Local NPM KGs not joining the PEVS/KG Scheme

School Year	2013/14			2014/15			2015/16			2016/17			2017/18		
Operating classes	Not joining the PEVS												Not joining the KG Scheme		
	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	5	28	2	5	27	4	4	26	4	4	20	2	4	15	6
No. of teachers	60	584	47	62	601	75	60	625	67	61	511	37	69	378	147
No. of students	537	10 305	478	534	10 397	974	511	10 412	897	518	8 697	382	576	6 669	2 093

Local private independent KGs

School Year	2013/14			2014/15			2015/16			2016/17			2017/18		
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	54	53	3	63	48	3	62	41	3	61	41	3	65	40
No. of teachers	27	790	679	32	890	644	32	869	616	32	903	578	27	936	499
No. of students	325	12 222	8 350	341	13 655	8 025	332	12 106	8 550	308	12 319	7 059	263	12 717	5 943

Non-local KGs

School Year	2013/14			2014/15			2015/16			2016/17			2017/18		
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	10	69	21	9	75	20	11	88	29	10	95	33	13	106	30
No. of teachers	69	491	212	69	487	251	78	653	341	81	707	398	129	793	339
No. of students	791	6 391	2 056	865	6 506	2 271	876	9 205	3 382	875	9 166	3 581	1 185	9 728	3 202

FACs

School Year	2013/14		2014/15		2015/16		2016/17		2017/18	
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	219	27	221	25	223	23	222	24	229	17
No. of teachers	2 021	214	2 122	197	2 225	187	2 338	223	2 579	149
No. of students	19 666	1 982	20 139	1 876	20 836	1 770	20 823	1 953	21 880	1 330

Notes:

1. Figures on teachers for the 2017/18 school year are provisional.
2. Figures refer to the position as at September of the respective school years.
3. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB386****(Question Serial No. 4802)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please set out kindergarten (KG) teacher salaries in the past 5 years by KG type.

	Local non-profit-making (NPM) KG under the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centre (FAC))			FAC		Local NPM KG not under 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 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	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. (LegCo use): 4110)

Reply:

The respective average salary, median salary, highest salary and lowest salary of full-time (FT) teachers (excluding principals) serving in whole-day (WD) kindergartens (KGs) and half-day (HD) KGs under the Pre-primary Education Voucher Scheme (PEVS)/the new kindergarten education scheme (KG Scheme) (excluding former aided child centres (FACs)); FACs; local non-profit-making (NPM) KGs not under PEVS/KG Scheme; local private independent (PI) KGs; and non-local KGs from the 2013/14 to 2017/18 school years are tabulated below:

(i) FT KG teachers in local NPM KGs under PEVS from the 2013/14 to 2016/17 school years/under KG Scheme in the 2017/18 school year (excluding FACs)

School Year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary
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
2017/18	WD classes only	27,202	27,000	45,120	18,840
	HD classes only	26,162	24,620	72,445	10,500
	Both WD and HD classes	24,319	22,560	54,230	9,427

(ii) FT KG teachers in FACs

School Year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary
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
2017/18	WD classes only	25,751	23,970	56,700	11,463
	Both WD and HD classes	23,920	22,560	37,570	12,725

(iii) FT KG teachers in local NPM KGs not under PEVS from the 2013/14 to 2016/17 school years/not under KG Scheme in the 2017/18 school year

School Year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary
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
2017/18	WD classes only	28,743	31,063	45,830	11,580
	HD classes only	26,827	26,700	45,435	13,000
	Both WD and HD classes	29,082	29,455	96,406	12,000

(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
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
2017/18	WD classes only	24,439	23,270	37,570	17,000
	HD classes only	26,403	24,760	129,080	8,200
	Both WD and HD classes	23,177	20,000	82,572	10,800

(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
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
2017/18	WD classes only	41,091	33,194	99,040	12,000
	HD classes only	30,286	26,000	114,625	9,250
	Both WD and HD classes	27,657	25,255	75,000	10,000

Note:

1. Information provided in this reply is based on an annual questionnaire survey on the monthly salary of FT regular KG teachers conducted by the Education Bureau in September of the respective school years. Figures for the 2017/18 school year are provisional.
2. The monthly salary of teachers in KGs joining the Scheme, in principle, should not be lower than \$20,770 in the 2017/18 school year. However, as a transitional arrangement in the early years of implementation of the new policy, for teachers between the teacher-to-pupil ratios of 1:15 and 1:11, flexibility is allowed for KGs to employ experienced Qualified Kindergarten Teachers already serving in the sector, non-Early Childhood Education (ECE) degree-holders, teachers employed for creating a rich language environment in schools, etc. (all of the above teachers must be a registered teacher or permitted teacher). The salary range under the Scheme is not applicable to these teachers as they do not possess Certificate in ECE (C(ECE)) or above qualifications. We will review the arrangement in the 2019/20 school year to determine whether the flexibility should be granted for a further period. As for full-time teachers with C(ECE) or above qualifications, follow-up actions have been taken for KGs where these teachers receive a salary lower than the above-mentioned minimum threshold. KGs have generally raised the salary of their full-time teachers to not lower than the minimum threshold of \$20,770 per month. The adjustment is not fully reflected in the questionnaire survey mentioned in Note 1.

- End -

CONTROLLING OFFICER'S REPLY**EDB387****(Question Serial No. 4803)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please set out kindergarten (KG) teachers' wastage rate (no longer teaching in kindergarten) and job-switch rate (teaching in another KG) in the past 5 years by kindergarten type.

	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centres (FAC))			FACs		Local NPM KGs not joining PEVS			Local private independent (PI) KGs			Non-local KGs		
	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. (LegCo use): 4111)

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 2013/14 to 2017/18 school years are tabulated below by type of KG. 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				
	Local NPM PEVS KGs (excluding FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
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	9.8%	9.6%	10.5%	15.4%	16.1%
2017/18	9.9%	9.3%	10.7%	15.8%	16.8%

(b) Job-switching rate

School Year	Job-switching Rate				
	Local NPM PEVS KGs (excluding FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
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	8.4%	7.4%	10.5%	10.5%	13.2%
2017/18	9.3%	8.5%	11.7%	12.2%	12.9%

Notes:

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. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left the teaching profession in the 2017/18 school year.
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. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left that KG in the 2017/18 school year for serving in another KG.
3. The figures cover all KG teachers. 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 information on the wastage

and job-switching rates of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.

4. Figures for the 2017/18 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB388****(Question Serial No. 4804)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 under the Pre-primary Education Voucher Scheme (PEVS) (except former aided child care centres)	Former aided child care centres	Local non-profit-making kindergartens not under 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. (LegCo use): 4116)

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 2013/14 to 2017/18 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) 2013/14 school year:

Length of service	Wastage rate				
	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%			

(ii) 2014/15 school year:

Length of service	Wastage rate				
	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%			

(iii) 2015/16 school year:

Length of service	Wastage rate				
	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%			

(iv) 2016/17 school year:

Length of service	Wastage rate				
	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%	16.1%
6-10 years	12.3%	11.3%			
11-15 years	8.3%	8.3%			
Over 15 years	8.5%	8.5%			

(v) 2017/18 school year:

Length of service	Wastage rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.0%	10.1%	10.7%	15.8%	16.8%
6-10 years	10.7%	11.1%			
11-15 years	8.1%	6.4%			
Over 15 years	9.1%	8.8%			

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. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left the teaching profession in the 2017/18 school year.
2. The figures cover all KG teachers. 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 information on the wastage rate of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. The figures of the 2017/18 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB389****(Question Serial No. 4805)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the job-switching rate of full-time kindergarten teachers by their length of service in the past 5 years:

Job-switching rate of full-time teachers					
Length of service	Local non-profit-making kindergartens under the Pre-primary Education Voucher Scheme (PEVS) (except former aided child care centres)	Former aided child care centres	Local non-profit-making kindergartens not under 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. (LegCo use): 4117)

Reply:

The job-switching rates 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 2013/14 to 2017/18

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) 2013/14 school year:

Length of service	Job-switching Rate				
	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%			

(ii) 2014/15 school year:

Length of service	Job-switching Rate				
	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%			

(iii) 2015/16 school year:

Length of service	Job-switching Rate				
	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%			

(iv) 2016/17 school year:

Length of service	Job-switching Rate				
	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%	10.5%	13.2%
6-10 years	6.9%	7.7%			
11-15 years	6.4%	4.6%			
Over 15 years	5.0%	3.6%			

(v) 2017/18 school year:

Length of service	Job-switching Rate				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	15.3%	11.6%	11.7%	12.2%	12.9%
6-10 years	8.5%	11.5%			
11-15 years	6.6%	7.1%			
Over 15 years	5.1%	4.6%			

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. Figures for the 2017/18 school year denote teachers who had served in a local NPM KG under PEVS in the 2016/17 school year but left that KG in the 2017/18 school year for serving in another KG.
2. The figures cover all KG teachers. 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 information on the job-switching rate of teachers on the basis of full-time and part-time employment except their salary, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. Figures for the 2017/18 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB390****(Question Serial No. 4806)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4118)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 is therefore unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB391****(Question Serial No. 4807)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4119)

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 is therefore unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB392****(Question Serial No. 4808)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)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	No. of places	Number of students			Number of schools	No. of places	Number of students			Number of schools	No. of 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. (LegCo use): 4120)

Reply:

The numbers of kindergartens (KGs), school places and students at each class level for K1, K2 and K3 from the 2013/14 to 2017/18 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 2013/14 to 2017/18 school years

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

2017/18 School Year

District	Local NPM KGs joining the new kindergarten education Scheme (KG Scheme) (excluding FACs)					Local NPM KGs not joining the KG Scheme					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	15	4 336	1 165	1 184	1 280	1	258	76	82	90	9	852	252	254	278
Wan Chai	8	2 549	746	700	737	6	2 961	889	882	926	6	565	155	172	181
Eastern	39	7 978	2 137	2 053	2 318	2	2 172	573	626	480	17	1 513	394	387	478
Southern	10	2 275	630	571	663	0	0	0	0	0	8	760	255	236	241
Yau Tsim Mong	13	3 739	1 069	994	1 149	1	191	15	50	62	14	1 439	467	476	479
Sham Shui Po	29	8 999	2 403	2 413	2 583	2	673	165	157	166	13	1 477	462	513	468
Kowloon City	29	9 739	2 755	2 681	2 916	9	3 800	983	1 095	1 035	15	1 620	496	482	545
Wong Tai Sin	28	6 179	1 627	1 594	1 927	1	540	179	180	172	17	1 642	531	506	560
Kwun Tong	46	11 568	3 125	2 923	3 439	1	296	27	79	91	24	2 394	776	779	806
Sai Kung	28	6 623	2 005	1 837	2 012	0	0	0	0	0	13	1 142	356	349	388
Sha Tin	38	11 280	3 174	3 082	3 622	1	112	36	36	33	20	2 012	652	642	654
Tai Po	15	4 523	1 417	1 375	1 471	1	172	51	51	51	9	893	306	280	314
North	33	9 923	2 537	2 726	3 844	0	0	0	0	0	10	973	278	304	368
Yuen Long	52	15 098	4 392	4 194	5 000	0	0	0	0	0	18	1 844	583	620	643
Tuen Mun	40	11 016	3 152	3 066	3 638	0	0	0	0	0	19	1 624	507	518	562
Tsuen Wan	23	6 055	1 712	1 650	1 782	0	0	0	0	0	10	1 136	390	338	396
Kwai Tsing	38	9 244	2 511	2 424	2 857	0	0	0	0	0	19	1 833	609	561	611
Islands	18	2 697	730	752	817	0	0	0	0	0	5	438	121	113	118
Total	502	133 821	37 287	36 219	42 055	25	11 175	2 994	3 238	3 106	246	24 157	7 590	7 530	8 090

NPM: non-profit-making
 PEVS: Pre-primary Education Voucher Scheme
 FAC: former aided child care centres

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures on accommodation do not include vacant classrooms.
3. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB393****(Question Serial No. 4809)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide information on the 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 kindergartens for the past 5 years.

	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centres (FAC))		FAC		Local NPM KGs not joining PEVS		Local private independent (PI) KGs		Non-local KGs	
	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes
Median school fees										
Average school fees										
Highest school fees										
Lowest school fees										

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4121)Reply:

The median school fees, weighted average school fees, highest school fees and lowest school fees charged by kindergartens (KGs) operating half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3) by type of KGs from the 2013/14 to 2017/18 school years are tabulated at 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 2013/14 to 2017/18 school years

2013/14 school year

Annual school fee	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	\$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

Annual school fee	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

Annual school fee	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

Annual school fee	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

2017/18 school year

Annual school fee	Local NPM KGs joining the new KG education scheme (KG Scheme) (excluding FACs)		FACs		Local NPM KGs not joining the KG Scheme		Local PI KGs		Non-local KGs	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
Median school fee	\$2,900	\$7,300	Not applicable	\$11,400	\$35,700	\$71,400	\$57,500	\$78,500	\$76,000	\$115,200
Weighted average school fee	\$3,000	\$8,100	Not applicable	\$11,000	\$36,100	\$80,600	\$59,100	\$72,800	\$77,200	\$122,100
Highest school fee	\$9,500	\$25,900	Not applicable	\$22,500	\$61,000	\$181,700	\$106,200	\$140,000	\$146,600	\$181,700
Lowest school fee	\$100	\$200	Not applicable	\$900	\$22,400	\$38,300	\$27,600	\$35,300	\$27,600	\$47,800

Note:

1. Figures are rounded to the nearest hundred.
2. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.
3. “Not applicable” refers to classes which do not charge school fees after deducting the subsidy from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB394****(Question Serial No. 4810)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)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. (LegCo use): 4122)

Reply:

The median school fees and weighted average school fees charged by kindergartens (KGs) operating half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3) by type of KGs and District Council district from the 2013/14 to 2017/18 school years are tabulated at 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 2013/14 to 2017/18 school years

2013/14 School Year

District	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 annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual 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

District	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 annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual 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

District	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 annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual 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

District	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 annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual 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

2017/18 School Year

District	Local NPM KGs joining the new kindergarten education scheme (KG Scheme) (excluding FACs)				FACs				Local NPM KGs not joining the KG Scheme			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees	Median annual school fees	Weighted average annual school fees
Central & Western	\$1,500	\$1,700	\$10,500	\$10,300	N/A	N/A	\$9,000	\$11,100	\$35,700	\$35,700	\$69,000	\$69,000
Wan Chai	N/A	N/A	\$14,000	\$16,700	N/A	N/A	\$13,100	\$14,000	\$33,600	\$33,100	\$86,100	\$86,100
Eastern	\$3,500	\$2,700	\$8,700	\$8,900	N/A	N/A	\$13,600	\$11,400	\$32,700	\$38,300	\$43,000	\$43,000
Southern	\$5,200	\$5,200	\$8,200	\$9,200	N/A	N/A	\$12,000	\$12,600	N/A	N/A	N/A	N/A
Sham Shui Po	\$3,900	\$3,900	\$8,400	\$8,500	N/A	N/A	\$11,400	\$11,300	\$26,700	\$29,500	N/A	N/A
Yau Tsim Mong	\$3,400	\$3,400	\$2,700	\$2,800	N/A	N/A	\$12,000	\$12,400	\$22,400	\$22,400	\$38,300	\$38,300
Kowloon City	\$2,900	\$3,400	\$14,100	\$11,600	N/A	N/A	\$12,100	\$11,600	\$40,000	\$39,100	\$43,200	\$90,900
Wong Tai Sin	\$400	\$400	\$5,000	\$6,400	N/A	N/A	\$11,400	\$10,700	\$36,500	\$36,500	N/A	N/A
Kwun Tong	\$3,000	\$2,500	\$9,000	\$9,000	N/A	N/A	\$12,100	\$11,600	\$35,700	\$36,000	\$71,400	\$71,600
Tsuen Wan	\$1,200	\$2,000	\$9,400	\$8,000	N/A	N/A	\$13,200	\$12,200	N/A	N/A	N/A	N/A
Tuen Mun	\$2,200	\$2,200	\$7,200	\$8,100	N/A	N/A	\$11,100	\$10,200	N/A	N/A	N/A	N/A
Yuen Long	\$1,700	\$3,800	\$5,000	\$5,600	N/A	N/A	\$9,400	\$9,900	N/A	N/A	N/A	N/A
North	\$3,400	\$3,800	\$5,900	\$8,100	N/A	N/A	\$9,800	\$9,900	N/A	N/A	N/A	N/A
Tai Po	N/A	N/A	\$7,000	\$6,700	N/A	N/A	\$12,300	\$13,000	\$35,600	\$37,200	\$71,400	\$74,500
Sha Tin	N/A	N/A	\$6,200	\$7,000	N/A	N/A	\$9,000	\$9,500	N/A	N/A	\$62,000	\$62,000
Sai Kung	N/A	N/A	\$9,900	\$9,500	N/A	N/A	\$11,700	\$11,600	N/A	N/A	N/A	N/A
Islands	\$3,100	\$2,400	\$8,700	\$8,100	N/A	N/A	\$5,700	\$6,600	N/A	N/A	N/A	N/A
Kwai Tsing	N/A	N/A	\$5,600	\$6,800	N/A	N/A	\$9,300	\$9,000	N/A	N/A	N/A	N/A
Total	\$2,900	\$3,000	\$7,300	\$8,100	N/A	N/A	\$11,400	\$11,000	\$35,700	\$36,100	\$71,400	\$80,600

Notes:

1. Figures are rounded to the nearest hundred.
2. FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services; they usually operate longer service hours.
3. N/A denotes there is no such type of class level or kindergarten in that District Council district, or there is no fee-charging class or kindergarten in that district after deduction of subsidy under the scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB395

(Question Serial No. 4811)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

People have reflected that at present, kindergarten students with special 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. Will the Government advise of the following:

At present, how many children who are waitlisted for assessment will benefit from the Pilot Scheme on On-site Pre-school Rehabilitation Services? What is the percentage share of these children among the total number of children waiting for assessment?

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 Government 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. (LegCo use): 4123)

Reply:

The Government has an established mechanism to provide different services for children with special needs or at risk of developmental delay through the collaborative efforts of various departments including Department of Health (DH), Hospital Authority (HA), Social Welfare Department (SWD) and Education Bureau (EDB). Specifically, DH and HA arrange assessment, treatment and referral of rehabilitation services for children with special needs or at risk of developmental delay. SWD provides pre-school rehabilitation services (including the Pilot Scheme on On-site Pre-school Rehabilitation Services (Pilot Scheme)) for children with disabilities from birth to the age of six years, and helps their families meet their special needs. EDB provides training for kindergarten (KG) teachers and

school-based support services for KGs so as to enhance their capacity in catering for students with diverse learning needs.

The Pilot Scheme has been implemented since November 2015. Under the Pilot Scheme, training is provided for children with special needs through multi-disciplinary service teams comprising of occupational therapists, physiotherapists, speech therapists, clinical psychologists/educational psychologists, social workers and special child care workers under the coordination of non-governmental organisations. Apart from providing services for children with special needs, multi-disciplinary service teams also provide support services for teachers/child care workers and parents. The Government has earmarked an annual recurrent provision of \$460 million to regularise the Pilot Scheme in the 2018/19 school year and the number of service places will be increased from about 3 000 under the Pilot Scheme to 7 000 in two years. From 1 November 2015 to 31 December 2017, 389 children waiting for DH's and HA's assessment received services under the Pilot Scheme at the same time. The Government does not have information on the number of pre-school children waiting for assessment, nor the percentage share of pre-school children being served under the Pilot Scheme to the overall number of children waiting for assessment.

EDB has implemented the new kindergarten education policy starting from the 2017/18 school year. Under the new policy, the teacher-pupil ratio has been enhanced to 1:11, thus creating rooms for KG teachers for various professional activities (such as professional collaboration and development, communication with parents and catering for the diverse needs of students). In particular, KGs can capitalise on the resources to collaborate with the service teams under the Pilot Scheme in catering for the needs of students at risk of developmental delay.

EDB has devised a teacher professional development framework on catering for learner diversity. Under the framework, more structured in-service training will be delivered for KG teachers by phases. The basic level training which targets KGs teachers at large covers fundamental knowledge and skills on fostering supportive and motivating learning environments and early identification and intervention strategies; whereas the advanced level training which targets designated KG teachers covers advanced knowledge and skills on provision of tiered intervention, application of the response to intervention approach and multi-disciplinary collaboration.

Besides, EDB has also set up a dedicated team of educational psychologists (EPs) and professional staff to develop appropriate intervention models, identification tools, teaching resource/materials and programmes for use by KG teachers and parents to cater for students at risk of developmental delay.

Since identification and assessment of children with special needs or at risk of developmental delay involve different age groups and stakeholders, service needs can best be met when related services are provided by professional departments. Besides, the above measures can also effectively support KGs in catering for students with special needs or at risk of developmental delay; therefore, we are of the view that there is no need to create a "SEN coordinator" post in KGs or deploy school-based EPs to KGs. We will continue to review the progress of the relevant measures and consider launching appropriate and effective improvement measures whenever necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB396

(Question Serial No. 4812)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the work plan for the plan “(to) continue to provide School-based Educational Psychology Service to all public sector secondary schools and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 for public sector secondary schools with a large number of students with special educational needs”.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4124)

Reply:

Under the School-based Educational Psychology Service, 1 educational psychologist (EP) serves 6 to 10 public sector schools (including both primary and secondary schools). The Government has further enhanced the School-based Educational Psychology Service (Enhanced SBEPS) by progressively improving the ratio of EP to school to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs from the 2016/17 school year. The Enhanced SBEPS has covered 80 primary and secondary schools in the 2017/18 school year as planned, and will extend to about 120 primary and secondary schools in the 2018/19 school year. EPs will pay more frequent visits to these schools to provide comprehensive and regular follow-ups on cases and intervention services based on the needs of the schools and students, and help the schools strengthen the preventive and developmental work. The EDB will continue to keep in view the service needs of schools, as well as the supply and demand of EPs, in order to make plans for the arrangement of the Enhanced SBEPS in the 2019/20 school year and beyond.

- End -

CONTROLLING OFFICER'S REPLY

EDB397

(Question Serial No. 4813)

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 Ingrid YEUNG)

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. (LegCo use): 4125)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach directed at three levels, namely “Universal”, “Selective” and “Indicated” to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk). At the Universal level, EDB actively organises diversified development programmes featuring adventures, team work and problem-solving training, such as the “Understanding Adolescent Project”, the “Enhanced Smart Teen Project”, and 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. The expenditure involved for the above work in 2017-18 is about \$59 million. The estimated expenditure for 2018-19 is about \$66 million. Besides, EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 school year to enhance students' awareness and understanding of mental health and strengthen students' ability to cope with environmental changes. Schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the Campaign. Up to February this year, more than 400 applications were approved under the Joyful@School Campaign with a total grant amount of more than \$86 million.

At the Selective level, starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, EDB also conducts the “Professional Development Programme for Mental Health” for teachers to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. In each school year,

EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary school teachers to equip more of them with the knowledge and capacity to support students with mental health needs. In general, the revised estimate for teacher training courses on supporting students with SEN and various related training activities for the 2017/18 school year is about \$70 million. The estimated expenditure for the 2018/19 school year is about \$83 million.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau (FHB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department, has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through the school-based platform.

Besides, EDB works continuously with the Curriculum Development Council to review the primary and secondary curricula in order to better cater for learning differences. EDB urges schools to coordinate the amount of homework so that students can have sufficient time to rest, play and develop their interests. EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support schools and meet the diverse learning needs of students. Measures include the following: 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 2 Applied Learning courses. EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about 2 years to make directional recommendations to the Government on the school curriculum.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing the Vocational and Professional Education and Training or prepared to work, so as to enhance their English proficiency and provide opportunities to them for attaining relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, EDB endeavors to promote home-school co-operation and parent education. EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in early identification of their children's emotional problems and fostering positive thinking in their children. Besides, EDB launched a website called "Smart Parent Net" in early 2018 to enable parents

with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. The expenditure involved for the above work in 2017-18 is about \$34.94 million. The estimated expenditure for 2018-19 is about \$38.10 million. Last year, the Government also set up a Task Force on Home-school Co-operation and Parent Education under the Education Commission to review the existing approach in promoting parent education and home-school co-operation, and based on the outcome of which, to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children learn effectively, and grow up happily and healthily.

The Chief Executive has asked the Labour and Welfare Bureau (LWB) to set up a cross-bureaux/departments (B/Ds) task force (Task Force) to review, monitor and coordinate the concerted effort of B/Ds to take forward the recommendations in the Report of the Committee on Prevention of Student Suicides, and to further discuss new measures on the prevention of youth suicides. Besides the LWB and EDB, the Task Force comprises representatives from the FHB, the Home Affairs Bureau and other related departments.

- End -

CONTROLLING OFFICER'S REPLY**EDB398****(Question Serial No. 4814)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.

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.

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. (LegCo use): 4126)Reply:

The Education Bureau (EDB) has required primary and secondary schools to report cases of students suspected of committing suicide to keep in view the situation and provide professional support 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. The EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides. The number of cases of students suspected of committing suicide as reported by primary and secondary schools to the EDB in the past 5 school years is tabulated as follows:

School Year	No. of Cases
2012/13	14
2013/14	10
2014/15	9
2015/16	19
2016/17	19

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

EDB399

(Question Serial No. 4815)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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. (LegCo use): 4127)

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 2017/18 school year, there are 773 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

EDB400

(Question Serial No. 4816)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau supports activities which contribute to the wider involvement in education and development of professionalism. Please tabulate the expenditures, the organisations in charge, the number of beneficiaries and details of these activities in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4128)

Reply:

The Education Bureau (EDB) attaches great importance to the development of the teaching profession and, on an ongoing basis, supports activities that foster the growth and enrichment of teachers. To this end, a series of professional development activities (held in collaboration with related organisations, e.g. teachers' association and education professional bodies if appropriate) are subsidised by EDB every year, covering various kinds of courses, seminars, conferences, workshops, etc. These activities provide opportunities for a considerable number of teachers to consolidate and share their teaching experiences. The expenditures involved, including manpower cost, have been subsumed under the overall expenditures of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB401****(Question Serial No. 4817)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4129)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 2013-14 and 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) 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 (PDPs)	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 and the Enhanced NET Scheme in Secondary Schools (ENET Scheme); and ● The ENET Scheme’s 20th Anniversary Conference.

The total expenditures on curriculum development, school support services, PDPs, learning and teaching resources development, organisation of competitions for students and ad hoc projects in the past 5 years are as follows:

Expenditures (\$ million)				
2013-14	2014-15	2015-16	2016-17	2017-18
0.098	0.518	1.498	0.878	0.685

The above figures cover the expenditure on procuring the services concerned, developing learning and teaching resources, and implementing various measures. As a significant part of the work mentioned was carried out by the staff of the Education Bureau (EDB), the expenditure involved had been subsumed under the overall expenditure of the EDB. A further breakdown of the figures is thus not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB402****(Question Serial No. 4818)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4130)

Reply:

The SEN Section is responsible for planning and developing the adapted curriculum for special schools and support them to implement the adapted curriculum under the New Academic Structure (NAS) through enhancing the learning and teaching resources for children with intellectual disabilities (ID). The major areas of work between 2013-14 and 2017-18 are listed in the table below:

Area of work	Description
A. Curriculum development	To plan and develop the adapted curriculum for special schools to nurture students with ID and enrich learning and teaching resources through collaborative research and development projects ("Seed" projects) on curriculum adaptation and development of the Learning Progression Frameworks for the 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 students with ID.
C. Learning and teaching resources development	To develop learning and teaching resources as well as supplementary guides to curriculum and assessment for different subjects at basic education and senior secondary levels for special schools.

D. Other support measures	To support 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 elements which link to broad professional and vocational fields.
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Expenditures for curriculum development, PDPs, learning and teaching resources development, and other support measures in the past 5 years are as follows:

2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)	2016-17 (\$ million)	2017-18 (\$ million) (estimate)
18.2	16.6	17.8	21.4	21.7

The above figures include the relevant expenditure on the hiring of services, development of learning and teaching resources, and implementation of various measures. As a significant part of the above work was carried out by officers of the Education Bureau, the expenditure involved has been subsumed under the Bureau’s overall expenditure. Further breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB403****(Question Serial No. 4819)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please tabulate the items of expenditure and specific work arrangements of the Life-wide Learning and Library Section of the Education Bureau in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 4131)

Reply:

The Life-wide Learning and Library Section was restructured as the Life-wide Learning Section with effect from 2 May 2017 and the original Library sub-section has since merged with the Curriculum Resources Section. Starting from 2 May 2017, the Life-wide Learning Section is mainly responsible for the curriculum development and the implementation of Life-wide Learning (LWL) to support students' whole-person development. In addition to this, the former Life-wide Learning and Library Section was also responsible for promoting information literacy among teacher-librarians to support the implementation of "Reading across Curriculum" in schools through quality library services. The major areas of work of the Life-wide Learning and Library Section in the past 5 years are listed in the table below.

Area of Work	Descriptions
Curriculum development	<ul style="list-style-type: none"> ●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)	<ul style="list-style-type: none"> ●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	<ul style="list-style-type: none"> ●To support schools' implementation of LWL, OLE and SLP

Area of Work	Descriptions
development and support services	<ul style="list-style-type: none"> ●To support LWL activities for students' whole-person development ●To maintain the Book Works Reading Site on the Education Bureau (EDB) website*
Others	<ul style="list-style-type: none"> ●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

*Carried out by the Curriculum Resources Section from 2 May 2017 onwards

Expenditures on PDPs, resources development and support services in the past 5 years are as follows:

	2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)	2016-17 (\$ million)	2017-18 [#] (\$ million)
Expenditures	6.1	3.9	4.5	4.3	1.1

[#]Estimated figures

The above figures cover expenditures on procuring related services, developing learning and teaching resources and implementing various measures. As most of the tasks mentioned were carried out by staff of the EDB, the expenditures involved had been subsumed under the overall expenditure of the EDB. A further breakdown of the figures is thus not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB404****(Question Serial No. 4820)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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. (LegCo use): 4132)

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 2013-14 to 2017-18 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 education 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 5 years is as follows:

2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)	2016-17 (\$ million)	2017-18 (\$ million) (as at February 2018)
8.6	7.4	8.1	7.5	5.2

The above figures cover expenditure on procuring services concerned, developing learning and teaching resources, and implementing various measures. As a significant part of the above work was carried out by staff of the Education Bureau (EDB), the expenditure involved is subsumed under the overall expenditure of the EDB. Further breakdown in this regard is thus not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB405

(Question Serial No. 4877)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Government implements the Free Quality Kindergarten (KG) Education Scheme (Scheme) starting from the 2017/18 school year. However, students studying in whole-day (WD) and long WD kindergartens still have to pay school fees. In this connection, will the Government inform this Committee of:

the school fee ceiling for non-profit making kindergartens in 2017/18;
the amount of subsidies under the Fee Remission Scheme in 2017/18; and
the total number of kindergartens (including WD and long WD kindergartens) with school fees higher than the ceiling of subsidy and the amount exceeded in 2017/18 (please set out in tabular form).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 5560)

Reply:

The objectives of the new kindergarten (KG) education policy are to provide good quality and highly affordable KG education and enhance the accessibility of students to different modes of services that suit their specific needs. For KGs joining the new KG Education Scheme (the Scheme), the respective school fee ceiling for half-day (HD) and whole-day (WD)/long whole-day (LWD) KG classes in the 2017/18 school year is set at \$9,960 and \$25,890 per eligible student per annum. Needy parents may receive additional subsidy in the form of school fee remission through the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). The percentage of fee remission under KCFRS is based on the net annual school fee which has deducted all government subsidies under the Scheme. The fee remission may either be 100%, 75% or 50% of the actual fee payable or the fee remission ceiling (i.e. \$4,400 for a HD place and \$12,400 for a WD place per year in the 2017/18 school year), whichever is lower.

As for parents who still have to pay school fees after deducting government subsidies under the Scheme and fee remission, information is provided in the following table indicating the number of students by type of kindergartens (HD and WD/LWD) and range of school fees.

Monthly school fees after deducting subsidies under the Scheme and full fee remission (\$)	Number of students paying school fees	
	HD	WD/LWD
1-200	51	1 448
201-400	6	1 088
401-600	5	344
601-800	0	55
Over 800	0	40

Notes:

- (1) Figures refer to the position as at 31 January 2018.
- (2) School fees are calculated on the basis of 12 instalments per year.
- (3) The fee remission ceilings for WD and LWD kindergartens are the same.

- End -

CONTROLLING OFFICER'S REPLY

EDB406

(Question Serial No. 6179)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Committee 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 2013/14, 2014/15, 2015/16 and 2016/17 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 2013/14, 2014/15, 2015/16 and 2016/17 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. (LegCo use): 2046)

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 their 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 parents of NCS students and briefing sessions for parents of NCS students in individual kindergartens or primary schools upon their requests. A total of nine sessions on POA which were open to all parents of NCS students were organised in each of the school years from 2013/14 to 2016/17 in Wan Chai, Kwun Tong and Kowloon City, which are easily accessible to parents. The number of participating parents in the briefing sessions was 333, 316, 311 and 269 in the 2013/14, 2014/15, 2015/16 and 2016/17 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 their parents, one briefing session open to all parents of NCS students was organised in Sham Shui Po in each of the school years from 2013/14 to 2016/17. The number of participating parents was 70, 66, 73 and 68 in the 2013/14, 2014/15, 2015/16 and 2016/17 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. For the series of information and publications published in Chinese and English, we also provide NCS students and their parents with translations in major ethnic minority languages. Details are 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 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 NCS students. Parents of NCS students, like other parents, are encouraged to join the on-site school visits organised by individual schools and Federations of Parent-Teacher Associations on a district basis to learn more about the schools so as to make informed choices. 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 school visits for parents on a school/district basis to enable them (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 Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department.

Information or publications published by the Education Bureau 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 Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Parent Seminar on Admission Arrangements for K1 Classes in Kindergartens for the 2018/19 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Free Quality Kindergarten Education Scheme – 2018/19 School Year Application for 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	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Free Quality Kindergarten Education Policy - Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on 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
Knowing More About Children's Learning - Parents' Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
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, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

Information or publications published by the Education Bureau as mentioned in part (6)	Language versions besides English and Chinese
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, Punjabi (Indian)

- End -

CONTROLLING OFFICER'S REPLY

EDB407

(Question Serial No. 6363)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information on the programmes for children:

1. the number of students who have benefitted from the School-based After-school Learning and Support Programmes (with a breakdown by grade level); and
2. the choice of programmes under the School-based After-school Learning and Support Programmes (please group under the categories of academic/, extra-curricular development/and one-off activities).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2508)

Reply:

1. To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau 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 2017/18 school year, for the School-based Grant, 902 schools which constitute more than 90% of all the eligible schools in the territory with 213 400 eligible students participate in the Programme. Regarding the Community-based Project Grant, the 508 projects organised by 169 NGOs are targeted at individual eligible students totaling about 100 000. As schools are given 25% discretionary quota to cover students who are not in receipt of CSSA or SFAS full grant and we do not have a list of the students concerned, a breakdown on the number of students mentioned above by grade level is not available.

2. 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. 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

EDB408

(Question Serial No. 6373)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list the monthly salaries, allowances and other expenses of the Secretary for Education in the past 3 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. (LegCo use): 620)

Reply:

The monthly salary in respect of the position of Secretary for Education (SED) was \$298,115 from April 2015 to June 2017 and is \$333,900 with effect from July 2017. According to the remuneration package for politically appointed officials (PAOs) serving in the 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

EDB409

(Question Serial No. 5098)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Government's proposal in the Budget to pay the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination (HKDSE examination), please inform this Committee of the following:

1. What are the respective estimated numbers of current year's candidates, past candidates and non-students sitting for the examination?
2. How will the Government encourage non-current year's candidates to sit for the HKDSE examination?
3. What are the reasons for the Government to introduce such measure?

Asked by: Hon CHU Hoi-dick (Member Question No. (LegCo use): 249)

Reply:

1. to 3.

The 2018-19 Budget announced that the Government will pay the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education (HKDSE) Examination, which is one of the one-off concessionary measures to share the fruits of our economic success with the community. The scope of application for the measure covers school candidates sitting for the 2019 HKDSE Examination. The candidates must be studying at the registered schools approved for participation in the 2019 HKDSE Examination and be entered for the 2019 HKDSE Examination through their schools (including first-time candidates and candidates who repeat the senior secondary curriculum in day schools and evening schools). With reference to the previous numbers of HKDSE Examination candidates, we estimate that about 50 000 school candidates will benefit. A further breakdown of the number into categories of current year's candidates, past candidates and non-students is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB410

(Question Serial No. 5087)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding public sector primary schools, please advise this Committee of the following:

- a. the number of public sector primary school teachers without a bachelor's degree or equivalent qualification in the past 5 school years; their percentage against the total number of public sector primary school teachers;
- b. the number of public sector primary school teachers with a bachelor's degree or equivalent qualification in the past 5 school years; their percentage against the total number of public sector primary school teachers; how many of them are still appointed to Certificated Master/Mistress posts; and
- c. whether the Government has any plan to conduct in the 2018/19 school year a survey or study to explore the possibility of enabling all teachers with a bachelor's degree to be appointed to graduate teacher posts and determining their remuneration according to the requirements of such posts; the estimated additional expenditures involved; and if yes, what are the details; if no, what are the reasons?

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 61)

Reply:

- a. From the 2013/14 to 2017/18 school years, the number of public sector primary school teachers without a bachelor's degree and their percentage against the total number of public sector primary school teachers are set out below:

Primary Schools (Government and Aided)

School Year	No. of teachers without a bachelor's degree*	Percentage (%)
2013/14	890	4.8
2014/15	800	4.2
2015/16	700	3.6
2016/17	630	3.2
2017/18 (Estimate)	600	2.8

* Numbers are rounded to the nearest 10.

- b. From the 2013/14 to 2017/18 school years, the number of public sector primary school teachers with a bachelor's degree and their percentage against the total number of public sector primary school teachers, and the number of those teachers who are appointed to non-graduate teacher posts are set out below:

Primary Schools (Government and Aided)

School Year	No. of teachers with a bachelor's degree*	Percentage (%)	No. of non-graduate teachers*
2013/14	17 440	95.2	10 100
2014/15	18 150	95.8	10 600
2015/16	18 730	96.4	10 770
2016/17	19 270	96.8	10 740
2017/18 (Estimate)	20 690	97.2	11 380

* Numbers are rounded to the nearest 10.

- c. It is the Government's long-term target to have an all-graduate teaching force so as to attract more talent to join the teaching force and to enhance the quality of teaching. The Education Bureau set up the Task Force on Professional Development of Teachers (Task Force) at the end of 2017. Under the principle of "Led by Professionals", the Task Force examines various related issues, including the timetable for an all-graduate teaching force. The Task Force aims to extensively consult the sector from June to August 2018 and submit a report to the Government by the end of 2018. Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion had been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. An all-graduate teaching force can be one of the measures to enhance teachers' professional development.

- End -

CONTROLLING OFFICER'S REPLY

EDB411

(Question Serial No. 5088)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding public sector secondary schools, please advise this Committee of the following:

- a. the number of public sector secondary school teachers without a bachelor's degree or equivalent qualification in the past 5 school years; their percentage against the total number of public sector secondary school teachers;
- b. the number of public sector secondary school teachers with a bachelor's degree or equivalent qualification in the past 5 school years; their percentage against the total number of public sector secondary school teachers; how many of them are still appointed to Certificated Master/Mistress posts; and
- c. whether the Government has any plan to conduct in the 2018/19 school year a survey or study to explore the possibility of enabling all teachers with a bachelor's degree to be appointed to graduate teacher posts and determining their remuneration according to the requirements of such posts; the estimated additional expenditures involved; and if yes, what are the details; if no, what are the reasons?

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 62)

Reply:

- a. From the 2013/14 to 2017/18 school years, the number of public sector secondary school teachers without a bachelor's degree and their percentage against the total number of public sector secondary school teachers are set out below:

Secondary Schools (Government, Aided and Caput)

School Year	No. of teachers without a bachelor's degree*	Percentage (%)
2013/14	430	1.8
2014/15	390	1.7
2015/16	340	1.5
2016/17	310	1.4
2017/18 (Estimate)	270	1.2

* Numbers are rounded to the nearest 10.

- b. From the 2013/14 to 2017/18 school years, the number of public sector secondary school teachers with a bachelor's degree and their percentage against the total number of public sector secondary school teachers, and the number of those teachers who are appointed to non-graduate teacher posts are set out below:

Secondary Schools (Government, Aided and Caput)

School Year	No. of teachers with a bachelor's degree*	Percentage (%)	No. of non-graduate teachers*
2013/14	23 070	98.2	4 560
2014/15	22 890	98.3	4 580
2015/16	22 550	98.5	4 590
2016/17	22 180	98.6	4 490
2017/18 (Estimate)	22 180	98.8	4 400

* Numbers are rounded to the nearest 10.

- c. It is the Government's long-term target to have an all-graduate teaching force so as to attract more talent to join the teaching force and to enhance the quality of teaching. The Education Bureau set up the Task Force on Professional Development of Teachers (Task Force) at the end of 2017. Under the principle of "Led by Professionals", the Task Force examines various related issues, including the timetable for an all-graduate teaching force. The Task Force aims to extensively consult the sector from June to August 2018 and submit a report to the Government by the end of 2018. Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion had been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. An all-graduate teaching force can be one of the measures to enhance teachers' professional development.

- End -

CONTROLLING OFFICER'S REPLY

EDB412

(Question Serial No. 5089)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee:

- (a) of the respective number of non-Chinese speaking students studying in local public sector, private and Direct Subsidy Scheme primary and secondary schools in the past 3 school years with a breakdown by district, ethnicity and grade;
- (b) of the educational support measures provided for non-Chinese speaking students by the Government in the 2017/18 school year; and
- (c) whether the Government will implement new measures in the 2018/19 school year to facilitate the integration of non-Chinese speaking students in mainstream schools; if so, the details, manpower arrangement, estimated expenditure and related assessment method; and if not, the reasons.

Asked by: Hon HO Kai-ming (Member Question No. (LegCo use): 63)

Reply:

- (a) As the ethnicities of non-Chinese speaking (NCS) students can be categorised into at least 10 types, the composition would be highly complicated if the number of NCS students is presented by ethnicity, district and grade in primary and secondary schools. Hence, figures on ethnicities of NCS students are set out separately. Based on the information collected through the annual Student Enrolment Survey, from the 2015/16 to 2017/18 school years, the number of NCS ethnic minority (EM) students studying in public sector mainstream primary and secondary schools by ethnicity is tabulated at Annex A, and the number of NCS students in mainstream primary and secondary schools by district and grade 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. Besides, we do not have

information on the number of NCS students in private schools, English Schools Foundation schools and other international schools.

- (b)&(c) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated around \$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 primary and secondary schools. The related support measures and estimated expenditure from the 2017/18 to 2018/19 school years are tabulated at Annex C.

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.

**Number of non-Chinese speaking ethnic minority students
in primary and secondary schools by ethnicity
from the 2015/16 to 2017/18 school years**

	2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Indonesian	115	57	128	72	142	82
Filipino	1 290	1 510	1 309	1 508	1 328	1 529
Indian	944	1 223	970	1 201	965	1 240
Pakistani	3 021	2 848	3 121	2 890	3 209	3 058
Nepalese	1 572	1 325	1 671	1 364	1 776	1 358
Japanese	95	57	113	59	116	66
Thai	158	115	161	134	171	158
Korean	44	50	53	55	66	61
Other Asian	230	205	227	213	224	240
White	496	218	567	217	600	218
Others	373	390	374	421	412	497
Total	8 338	7 998	8 694	8 134	9 009	8 507

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 schools. Figures do not include students in 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. The figures above have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**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

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2017/18 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	130	114	116	119	108	69	656
Wan Chai	178	202	182	150	172	150	1 034
Eastern	36	50	33	35	30	27	211
Southern	6	11	7	7	8	5	44
Yau Tsim Mong	181	192	207	203	179	159	1 121
Sham Shui Po	141	145	172	166	130	132	886
Kowloon City	69	63	63	53	66	80	394
Wong Tai Sin	51	53	48	58	60	37	307
Kwun Tong	122	125	127	138	153	149	814
Sai Kung	61	46	39	35	30	33	244
Sha Tin	23	18	12	22	25	31	131
Tai Po	14	26	23	21	21	10	115
North	3	3	6	10	0	4	26
Yuen Long	163	162	168	160	164	140	957
Tuen Mun	109	111	112	135	121	108	696
Tsuen Wan	19	15	15	10	5	11	75
Kwai Tsing	149	152	167	167	152	158	945
Islands	170	182	173	155	159	127	966
All Districts	1 625	1 670	1 670	1 644	1 583	1 430	9 622

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	40	37	26	32	17	22	174
Wan Chai	172	161	139	129	78	84	763
Eastern	129	100	127	99	95	69	619
Southern	39	18	21	24	18	16	136
Yau Tsim Mong	117	106	126	136	111	123	719
Sham Shui Po	347	348	316	264	250	232	1 757
Kowloon City	64	60	60	64	33	44	325
Wong Tai Sin	26	17	14	10	5	7	79
Kwun Tong	128	151	200	171	152	193	995
Sai Kung	113	97	103	100	64	47	524
Sha Tin	28	19	19	8	148	143	365
Tai Po	16	12	11	8	12	3	62
North	0	0	1	4	0	2	7
Yuen Long	139	126	112	94	59	53	583
Tuen Mun	177	128	175	193	131	155	959
Tsuen Wan	8	12	8	12	13	7	60
Kwai Tsing	43	40	45	41	42	32	243
Islands	186	188	169	171	148	151	1 013
All Districts	1 772	1 620	1 672	1 560	1 376	1 383	9 383

Notes:

1. Figures refer to the position as at September of the respective 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 cover students in public sector and Direct Subsidy Scheme schools. Figures do not include students in special schools.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2017/18 and 2018/19 school years**

Support measures	Estimated expenditure in the 2017/18 school year \$ million	Estimated expenditure in the 2018/19 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.	258.5 Note	273.4 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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	4.4	5.2

<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow parents of NCS students to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.3	2.7
<p>Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year</p>	7.4	8.2
<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 other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.95	3.25
<p>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 under the Language Fund.</p>	3.50	2.51

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 funded under the Education Development Fund, and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB413

(Question Serial No. 5126)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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.

(1) Please list the numbers of applications made under the MUSSS and the numbers of students receiving full grants and half grants in the past 3 years (2015/16 to 2017/18 academic years) by institution, as well as the institutions and programmes involved; and

(2) Please list the numbers of students under the subsidy of MUSSS who dropped out in the past 3 years (2015/16 to 2017/18 academic years) by institution.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 62)

Reply:

(1) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who 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 (means-tested subsidy) 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. In addition, a non-means-tested subsidy is introduced under MUSSS starting from the 2017/18 academic year, and eligible students will be granted a flat-rate subsidy of \$5,000 per academic year.

Breakdowns of the number of applicants and the number of students receiving the respective subsidies by institution in the 2015/16, 2016/17 and 2017/18 (as at 28 February 2018) academic years are set out at Annexes 1, 2 & 3 respectively. Breakdown of the number of applicants by discipline is set out at Annex 4.

(2) 8 cases of attrition among the students receiving the subsidy under the MUSSS have been reported so far in the 2015/16, 2016/17 and 2017/18 academic years.

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies
by Institution in the 2015/16 Academic Year

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
China Three Gorges University	1	1	0
Shanghai University of Traditional Chinese Medicine	7	5	2
Shanghai International Studies University	6	4	1
Shanghai Jiao Tong University	3	2	1
Shanghai University of Finance and Economics	1	1	0
Shandong University	19	12	6
Sun Yat-sen University	37	24	10
Zhongnan University of Economics and Law	9	5	3
Renmin University of China	12	8	4
China University of Geosciences (Wuhan)	3	2	1
China University of Political Science and Law	28	15	6
Communication University of China	5	4	1
Tianjin University	2	0	2
Tianjin Normal University	1	1	0
Peking University	1	1	0
Beijing University of Chinese Medicine	32	20	9
Beijing Institute of Fashion Technology	2	0	2
Beijing Normal University	12	5	6
Beijing Normal University, Zhuhai	9	3	5
Beijing Language and Culture University	4	2	2
Sichuan University	9	7	2
Sichuan Normal University	1	1	0
Chengdu University of Traditional Chinese Medicine	1	1	0
Tongji University	4	2	2
Shantou University	2	1	1
Southwest University	11	8	3
Southwest University of Political Science and Law	4	1	3
Donghua University	5	4	1
Wuhan University	10	6	4
Southern Medical University	6	5	1
Nanjing University	5	3	1
Nanjing University of Chinese Medicine	1	0	1
Nanjing Normal University	7	1	6
Nankai University	4	2	1
Xinghai Conservatory of Music	6	3	3
Zhejiang University	3	2	1
Zhejiang Chinese Medical University	1	0	0
Zhejiang Sci-Tech University	4	3	1
Shenzhen University	12	7	4
Shenzhen Polytechnic*	1	0	0
Tsinghua University	1	1	0

Fudan University	2	1	0
Hunan Normal University	7	6	1
Central China Normal University	4	3	1
East China University of Political Science and Law	3	1	2
East China Normal University	2	1	1
East China University of Science And Technology	6	4	1
South China Normal University	6	4	2
South China University of Technology	1	0	1
Huaqiao University	20	9	1
Jimei University	3	1	1
Yunnan University	2	1	1
Xiamen University	20	10	9
University of International Business and Economics	3	0	3
Jinan University	76	17	7
Fuzhou University	3	2	1
Shaoguan University	2	0	1
Guangzhou University	7	4	2
Guangzhou University of Chinese Medicine	113	66	37
The Guangzhou Academy of Fine Arts	1	0	1
Guangdong University of Technology	1	0	1
Guangdong University of Foreign Studies	6	1	5
Total:	580	304	175

* Institution did not participate in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the 2015/16 academic year.

Mainland University Study Subsidy Scheme

Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies
by Institution in the 2016/17 Academic Year

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate subsidy	Number of students receiving half-rate subsidy
Beijing Foreign Studies University	1	0	0
Beijing Institute of Fashion Technology	10	5	3
Beijing Language and Culture University	6	3	3
Beijing Normal University	16	7	7
Beijing Normal University, Zhuhai	25	13	8
Beijing Sport University	5	2	1
Beijing University of Chinese Medicine	85	52	25
Central China Normal University	10	6	2
Central South University	1	1	0
Chengdu University of Traditional Chinese Medicine	13	7	3
China University of Geosciences (Wuhan)	2	1	1
China University of Political Science and Law	39	29	10
Chongqing University	3	3	0
Communication University of China	6	5	1
Donghua University	10	9	1
East China Normal University	9	4	4
East China University of Political Science and Law	6	2	3
East China University of Science And Technology	6	5	1
Fudan University	5	4	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	8	6	2
Guangdong University of Finance	3	2	0
Guangdong University of Finance and Economics	3	2	1
Guangdong University of Foreign Studies	12	5	6
Guangdong University of Technology	1	0	1
Guangxi University Chinese Medicine	35	22	6
Guangzhou Medical University	3	2	1
Guangzhou University	21	12	6
Guangzhou University of Chinese Medicine	353	214	112
Huaqiao University	212	136	47
Huazhong University of Science & Technology	1	1	0
Hubei University of Chinese Medicine	1	0	0
Hunan Normal University	11	9	2
Jiangxi University of Traditional Chinese Medicine	2	1	0
Jilin University	1	1	0
Jimei University	7	4	3
Jinan University	872	542	255
Nanchang University	3	1	1
Nanjing Normal University	16	7	8

Nanjing University	9	6	2
Nanjing University of Chinese Medicine	64	39	17
Nankai University	11	7	3
Ningbo University	2	2	0
Ocean University of China	1	0	1
Peking University	11	7	2
Renmin University of China	16	11	4
Shandong University	27	15	8
Shanghai University of Finance and Economics	1	1	0
Shanghai International Studies University	9	4	3
Shanghai Jiao Tong University	7	4	2
Shanghai Normal University	5	2	3
Shanghai University of Traditional Chinese Medicine	12	10	2
Shantou University	5	2	1
Shaoguan University	2	1	1
Shenzhen University	25	16	6
Sichuan Normal University	4	2	0
Sichuan University	20	15	5
South China Normal University	8	5	2
South China University of Technology	8	5	3
Southern Medical University	9	6	3
Southwest University	14	10	3
Southwest University of Political Science and Law	6	3	3
Sun Yat-sen University	172	106	49
The Guangzhou Academy of Fine Arts	5	2	3
China Three Gorges University	1	1	0
Tianjin Normal University	3	2	0
Tianjin University	3	0	3
Tianjin University of Traditional Chinese Medicine	3	3	0
Tongji University	7	3	3
Tsinghua University	7	6	1
University of International Business and Economics	8	6	2
Wuhan University	25	15	8
Xiamen University	38	22	12
Xinghai Conservatory of Music	7	3	4
Yunnan University	2	1	1
Yunnan Normal University	1	0	0
Yunnan University of TCM*	1	0	0
Zhejiang University	3	2	1
Zhejiang Sci-Tech University	5	3	1
Zhongnan University of Economics and Law	18	12	5
Total:	2 425	1 495	695

* Institution which is not one of the designated Mainland institutions in the 2016/17 academic year.

Mainland University Study Subsidy Scheme

**Breakdown of the Number of Applicants and the Number of Students Receiving Subsidies
by Institution in the 2017/18 Academic Year
(as at 28 February 2018)**

Mainland higher education institutions	Number of applicants (including new applications and renewals)	Number of students receiving full-rate “means-tested” subsidy	Number of students receiving half-rate “means-tested” subsidy	Number of students receiving “non-means-tested” subsidy
China Three Gorges University	2	1	0	0
Shanghai University of Traditional Chinese Medicine	23	13	4	4
Shanghai International Studies University	19	7	3	9
Shanghai Jiao Tong University	10	6	1	3
Shanghai University of Political Science and Law*	1	0	0	0
Shanghai Normal University	3	2	1	0
Shanghai University of Finance and Economics	1	1	0	0
Shandong University	38	18	9	7
Sun Yat-sen University	240	129	50	44
Central Conservatory of Music	1	0	0	0
Central University of Finance and Economics	3	1	1	1
Central South University	2	1	0	0
Zhongnan University of Economics and Law	16	11	2	3
Renmin University of China	22	11	3	8
China University of Geosciences (Wuhan)	3	2	1	0
China University of Political Science and Law	59	30	10	18
China Academy of Art*	1	0	0	0
Ocean University of China	1	0	1	0
Communication University of China	8	5	1	1
China Medical University*	1	0	0	0
Tianjin University	5	1	2	1
Tianjin University of Traditional Chinese Medicine	7	4	0	0
Tianjin Normal University	1	1	0	0
Peking University	33	8	5	18

Beijing University of Chinese Medicine	139	65	30	30
Beijing University of Chemical Technology	1	1	0	0
Beijing Foreign Studies University	1	0	0	1
Beijing Institute of Fashion Technology	12	6	3	1
Beijing Forestry University	1	1	0	0
Beijing Normal University	32	9	8	12
Beijing Normal University, Zhuhai	31	16	6	0
Beijing University of Posts and Telecommunications	4	2	0	1
Beijing Language and Culture University	15	3	3	6
Beijing Sport University	5	4	0	0
Sichuan University	35	18	7	8
Sichuan Normal University	3	3	0	0
Jilin University	1	1	0	0
Tongji University	12	6	3	0
Chengdu University of Traditional Chinese Medicine	16	10	1	2
Shantou University	5	2	1	0
Jiangxi University of Traditional Chinese Medicine	6	2	0	0
Xian Jiaotong University	2	1	1	0
Southwest University	16	13	3	0
Southwest University of Political Science and Law	7	2	3	1
Southeast University	3	2	0	1
Donghua University	19	11	4	4
Wuhan University	57	18	7	28
Southern Medical University	15	6	6	3
Nanjing University	14	4	1	8
Nanjing University of Chinese Medicine	84	51	15	5
Nanjing Normal University	22	8	10	3
Nanjing University of the Arts*	1	0	0	0
Nanchang University	3	2	1	0
Nankai University	18	8	2	8
Xinghai Conservatory of Music	11	4	4	1
Chongqing University	2	0	0	1
Zhejiang University	3	3	0	0
Zhejiang Chinese Medical University	1	1	0	0
Zhejiang Normal University	2	2	0	0
Zhejiang Sci-Tech University	6	4	2	0
Shenzhen University	25	13	5	6
Tsinghua University	17	7	1	8

Fudan University	16	5	0	10
Yangzhou University*	1	0	0	0
Hubei University of Chinese Medicine	1	0	0	0
Hunan Normal University	15	9	3	0
Huazhong University of Science & Technology	1	1	0	0
Central China Normal University	11	4	2	5
East China University of Political Science and Law	17	3	1	12
East China Normal University	11	5	3	2
East China University Of Science And Technology	11	6	1	3
South China Normal University	11	5	2	3
South China University of Technology	7	4	1	2
Huaqiao University	284	178	65	7
Jimei University	4	2	2	0
Yunnan University	4	3	1	0
Xiamen University	47	17	11	15
Ningbo University	2	2	0	0
University of International Business and Economics	10	3	2	5
Jinan University	1147	684	279	63
Fuzhou University	7	4	1	0
Fujian University of Traditional Chinese Medicine	5	3	2	0
Fujian Normal University	12	4	6	0
Shaoguan University	3	2	1	0
Guangzhou University	25	14	5	1
Guangzhou University of Chinese Medicine	538	229	111	103
The Guangzhou Academy of Fine Arts	11	3	3	3
Guangzhou Medical University	5	2	1	1
Guangxi University Chinese Medicine	52	24	6	1
Guangxi Medical University	1	0	0	0
Guangdong University of Technology	3	1	1	1
Guangdong University of Foreign Studies	10	3	5	2
Guangdong University of Finance	2	2	0	0

Guangdong Ocean University*	1	0	0	0
Guangdong University of Finance and Economics	9	6	1	0
Guangdong Pharmaceutical University	1	1	0	0
Information not provided	1	0	0	0
Total	3 433	1 790	737	494

* Institution which is not one of the designated Mainland institutions in the 2017/18 academic year.

Mainland University Study Subsidy Scheme**Breakdown of the Number of Applicants by Discipline**

Discipline	Number of applicants (including new applications and renewals)		
	2015/16 Academic Year	2016/17 Academic Year	2017/18 Academic Year
Architecture	7	45	61
Arts	94	312	398
Business, Economics and Finance	110	583	773
Chinese Medicine	162	689	1 046
Communications and Journalism	26	157	171
Dentistry, Medicine and Veterinary Medicine	35	136	197
Design	21	63	90
Education	9	35	64
Engineering	16	79	57
Law	39	89	135
Performing Arts	9	13	30
Politics and Public Administration	10	25	50
Science	19	68	76
Tourism	9	57	94
Others	14	74	191
Total:	580	2 425	3 433

- End -

CONTROLLING OFFICER'S REPLY

EDB414

(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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

At present, how many funds and scholarship schemes are available under the various authorities administered by the Secretary for Education, such as the Education Bureau, the Working Family and Student Financial Assistance Agency, the University Grants Committee, etc.? 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 2013/14 to 2017/18).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 64)

Reply:

Details of the scholarship schemes and funds set up with public money under the purview of the Education Bureau (EDB) are set out in the attached tables.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ 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.	The Standing Committee on Language Education and Research	2013/14 ¹	5,932.4	5,092.8	19.0	120 285 ²
				2014/15	6,135.2	259.8	57.0	178 836 ²
				2015/16	6,280.1	222.2	77.3	191 924 ²
				2016/17	6,371.6	173.5	82.0	196 784 ²
				2017/18	6,495.1 ³	238.6 ³	115.1 ³	229 864 ²

¹ Including an injection of \$5 billion in March 2014.

² Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of beneficiaries covers both the school sector (such as students, teachers and parents) and the non-school sector (such as working adults).

³ Estimates for 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries
Quality Education Fund (QEF)	1998	To finance projects for the promotion of quality school education in Hong Kong.	The QEF Steering Committee	2013/14	8,259	926	122	419 894 ⁴
				2014/15	8,087	(32)	140	229 443 ⁴
				2015/16	8,403	456	140	322 064 ⁴
				2016/17	9,173	891	121	442 997 ⁴
				2017/18	9,128 ⁵	175 ⁵	220 ⁵	21 095 ^{4,6}

⁴ Beneficiaries may include teachers, students and parents.

⁵ Estimates for 2017/18. 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 Provisional figures as at 31 January 2018.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries
Education Development Fund (EDF)	2004	To provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives.	The Advisory Committee on the EDF which comprises frontline teachers, principals, academics and community members offers advice on the operation of the EDF and the implementation of the SBPS programmes.	2013/14	509.8	7.4	94.1	549 ⁷
				2014/15	412.2	6.5	104.1	648 ⁷
				2015/16	325.3	3.7	90.6	579 ⁷
				2016/17	223.8	3.2	104.7	556 ⁷
				2017/18	132.8 ⁸	2.6 ⁸	93.6 ⁸	602 ⁷

⁷ Number of schools includes kindergartens, primary schools, secondary schools and special schools. Those for 2017/18 are estimated figures.

⁸ Estimates for 2017/18.

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.	To be assessed/monitored by participating institutions ⁹ (according to the stipulated selection criteria of the Fund) and by the Steering Committee of the Fund.	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	2,453	278	107	4 983
				2017/18	2,403 ¹⁰	50 ¹⁰	100 ¹⁰	4 400 ¹¹

⁹ Participating institutions of the HKSAR Government Scholarship Fund are the 8 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.

¹⁰ Estimates for 2017/18. 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.

¹¹ 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 and Reaching Out Award (applications under these 2 programmes for 2017/18 are still under processing by institutions).

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ 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.	2013/14	26,131	1,036	864	1 179 ¹²
				2014/15	26,360	1,248	1,018	1 306 ¹²
				2015/16	26,811	1,038	588	1 268 ¹²
				2016/17	26,572	772	1,011	1 288 ¹²
				2017/18	Under preparation	Under preparation	Under preparation	Under preparation

¹² Research teams.

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.	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 selection panels with experts in the relevant broad areas.	2013/14 ¹³	-	105.5	105.5	422 ¹⁴
				2014/15 ¹³	-	129.8	129.8	519 ¹⁴
				2015/16 ¹³	-	137.8	137.8	551 ¹⁴
				2016/17 ¹³	-	152.5	152.5	610 ¹⁴
				2017/18 ¹³	-	155.3	155.3	621 ¹⁴

¹³ Expenditure of the Scheme is funded by recurrent grants from the University Grants Committee.

¹⁴ Including new awardees and awardees from previous years 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.	2013/14	-	8.97	8.97	176 ¹⁵
				2014/15	-	8.71	8.71	173 ¹⁵
				2015/16	-	9.26	9.26	184 ¹⁵
				2016/17	-	9.51	9.51	189 ¹⁵
				2017/18	-	11.01 ¹⁶	11.01 ¹⁶	207 ¹⁶

¹⁵ Including new awardees and awardees from previous years who continue to receive the scholarship.

¹⁶ Provisional figures as at March 2018.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries
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.	The Steering Committee of the Fund	2013/14	3,701	313	103	3 545 ¹⁷
				2014/15	3,509	(81)	111	4 139 ¹⁷
				2015/16	3,578	178	109	11 460 ¹⁷
				2016/17	3,878	440	140	52 914 ¹⁷
				2017/18	3,838 ¹⁸	80 ¹⁸	120 ¹⁸	25 269 ¹⁷

¹⁷ Including scholarship recipients as well as students and teachers directly benefited from quality enhancement projects completed in that year (from 2015/16). The number of beneficiaries in 2017/18 is a provisional figure as at March 2018.

¹⁸ Estimates for 2017/18. 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 (\$ 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 (QF).	The Steering Committee on QF Fund	2014/15 ¹⁹	-	-	-	2 435 ²⁰ practitioners and 235 ²¹ education and training providers ²²
				2015/16 ¹⁹	1,015.8	15.8	-	2 090 ²⁰ practitioners and 243 ²¹ education and training providers ²²
				2016/17 ¹⁹	1,045.9	30.1	-	3 537 ²⁰ practitioners and 388 ²¹ education and training providers ²²
				2017/18 ¹⁹	2,261.1 ²³	1,265.2 ^{23,24}	50.0 ²³	4 013 ²⁰ practitioners and 393 ²¹ education and training providers ²²

¹⁹ In March 2016 and March 2018, the seed capital of \$1 billion and \$1.2 billion were respectively injected into the QF Fund and placed with the Exchange Fund for investment. Since it takes time for the QF Fund to generate and accumulate investment income to meet the funding requirements, in the interim before the fourth quarter (Q4) of 2017, we had been deploying the funds available under the non-recurrent item of Qualifications Framework Support Scheme (QFSS) under Head 156 EDB for meeting the cash flow requirements of the initiatives under the QF Fund. The approved commitment for QFSS was nearly exhausted in Q4 of 2017 and we have since been using the investment income generated from the principal of the QF Fund to meet the funding requirements of various initiatives.

²⁰ For the periods from April 2014 to March 2015, April 2015 to March 2016, April 2016 to March 2017, and April 2017 to 15 March 2018 respectively.

²¹ As at March 2015, March 2016, March 2017 and 15 March 2018 respectively.

²² 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 bodies, through various initiatives.

²³ Estimates for 2017/18.

²⁴ Including a seed capital of \$1.2 billion injected in March 2018, and the investment income of 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of Beneficiaries
Hong Kong Scholarship for Excellence Scheme (HKSES)	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 achievements but lack the financial means to study in top-notch universities outside Hong Kong.	The Steering Committee of the HKSES	2015/16	327.32	-	20.65	92
				2016/17	295.00	-	32.32	164 ²⁵
				2017/18	248.98 ²⁶	-	46.02 ²⁶	229 ²⁵

²⁵ Including new awardees and awardees from previous years who continue to receive the scholarship.

²⁶ Estimates for 2017/18.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School/ Academic Year	Balance (\$ 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 ²⁷	810	10	-	0
				2017/18	824 ²⁸	32 ²⁸	18 ²⁸	11 549 ²⁹

²⁷ A seed capital of \$800 million was injected into the GE Fund and placed with the Exchange Fund for investment in March 2017.

²⁸ Estimates for 2017/18.

²⁹ As for the number of student members of the Hong Kong Academy for Gifted Education, only the figure for 2016/17 is available, and the figure for 2017/18 is yet to be confirmed.

- End -

CONTROLLING OFFICER'S REPLY

EDB415

(Question Serial No. 5139)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Regarding the Hong Kong Diploma of Secondary Education Examination conducted by the Hong Kong Examinations and Assessment Authority in 2014-15, 2015-16 and 2016-17, 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.
2. 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 (2013/14 to 2017/18).
3. 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 (2013/14 to 2017/18).
4. It is stated in item (f) of paragraph 187 of the Budget Speech: paying the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination, involving an expenditure of about \$180 million. Please provide the details of the measure, the eligibility criteria and the number of candidates to be benefit from the measure, and a breakdown on the expenditure involved.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 65)

Reply:

1. The Hong Kong Examinations and Assessment Authority (HKEAA), as a statutory body established under the HKEAA Ordinance, operates on a self-financing basis. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examination conducted in 2015 to 2017, the 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.
2. The financial surplus/deficit of the HKDSE Examination and other examination services conducted by the HKEAA in the past 5 years (2013/14 to 2017/18) is listed below:

Year	HKDSE \$ million Surplus / (Deficit)	Other Examination Services \$ million Surplus / (Deficit)
2013/14	(25.6)	33.0
2014/15	(44.2)	38.1
2015/16	(57.0)	37.3
2016/17	(65.4)	48.9
2017/18 (Forecast)	(72.3)	51.6

Notes:

1. The HKEAA's financial year runs from 1 September to 31 August.
2. All examinations mentioned above are conducted locally. "Other Examination Services" include examinations administered by the International and Professional Examinations Division, of which most are conducted by local professional bodies, while some are conducted by overseas examination boards.

3. The numbers of key management personnel (Directors and above) entitled to receive remuneration and the bands of remuneration they fell into as reported in the HKEAA's audited accounts are listed below:

Bands of remuneration	2013/14	2014/15	2015/16	2016/17
Less than \$500,000	-	-	-	-
\$500,001 to \$1,000,000	-	-	-	-
\$1,000,001 to \$1,500,000	-	-	-	-
\$1,500,001 to \$2,000,000	-	-	-	1
\$2,000,001 to \$2,500,000	4	3	3	2
\$2,500,001 to \$3,000,000	1	1	-	-
\$3,000,001 to \$3,500,000	-	-	1	1

Notes:

1. The HKEAA's financial year runs from 1 September to 31 August.
2. The financial year 2017/18 of HKEAA closes on 31 August 2018 and thus the information for 2017/18 is not yet available.
4. As announced in the 2018-19 Budget, one of the one-off concessionary measures is to pay the examination fees for candidates sitting for the 2019 HKDSE Examination. The relevant measure is applicable to school candidates sitting for the 2019 HKDSE Examination. The candidates must be studying at the registered schools approved for participation in the 2019 HKDSE Examination and be entered for the 2019 HKDSE Examination through their schools (including first-time candidates and candidates who repeat the senior secondary curriculum in day schools and evening schools). The estimated expenditure is based roughly on HKDSE examination fees and previous numbers of candidates. With reference to the previous numbers of HKDSE Examination candidates, we estimate that about 50 000 school candidates will benefit.

Appeal applications for 2015, 2016 and 2017 HKDSE Examination

	2015 Examination		2016 Examination		2017 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
(a) Rechecking and remarking application by subject						
Category A:						
Biology	7	1 323	10	1 136	6	1 371
Business, Accounting and Financial Studies (Accounting)	5	390	6	476	6	466
Business, Accounting and Financial Studies (Business Management)	1	175	0	209	3	263
Chemistry	15	1 369	10	1 198	17	1 152
Chinese History	3	497	3	789	2	757
Chinese Language	59	10 696	58	9 491	32	8 997
Chinese Literature	2	367	3	335	1	315
Combined Science (Biology, Chemistry)	0	51	0	21	0	12
Combined Science (Biology, Physics)	0	6	0	2	0	0
Combined Science (Chemistry, Physics)	0	25	0	13	1	13
Design and Applied Technology	1	13	0	11	0	21
Economics	12	1 036	11	1 126	13	962
English Language	59	6 574	46	6 778	42	7 091
Ethics and Religious Studies	1	57	0	68	0	74
Geography	1	792	4	851	3	985
Health Management and Social Care	0	21	2	17	0	31
History	1	676	3	733	1	755
Information and Communication Technology	1	300	4	306	2	323
Integrated Science	0	8	0	6	0	6
Liberal Studies	32	6 249	32	6 239	15	5 663
Literature in English	1	114	0	100	0	78
Mathematics	82	1 977	61	2 013	52	1 939
Music	1	17	0	32	0	25

	2015 Examination		2016 Examination		2017 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
Physical Education	2	17	0	28	0	37
Physics	6	383	9	474	15	835
Technology and Living (Fashion, Clothing and Textiles)	0	7	0	2	0	2
Technology and Living (Food Science and Technology)	0	15	0	14	0	13
Tourism and Hospitality Studies	2	72	2	101	0	72
Visual Arts	4	308	2	284	3	278
Category B:						
Automotive Technology	0	Not applicable	0	Not applicable	1	Not applicable
Aviation Studies	0		1		0	
Commercial Comic Art	0		1		0	
Health Care Practice	0		0		1	
Medical Laboratory Science	1		0		0	
Practical Computerised Accounting	0		0		1	
Sports and Fitness Coaching	-		1		0	
Category C:						
French Language	0	1	0	0	0	8
Japanese Language	1	6	0	8	0	10
Spanish Language	0	0	0	0	0	7
Urdu Language	0	0	0	1	0	0
Total :	300	33 542	269	32 862	217	32 561
(ii) No. of cases with result upgraded	0	1 324	0	1 413	0	1 295
(iii) Expenditure in handling appeal applications for the year (\$ million)	9.6		9.4		8.6	
(iv) Fees refunded to applicants (\$ million)	0.7		0.8		0.7	

Appeal review applications for 2015, 2016 and 2017 HKDSE Examination

	2015 Examination		2016 Examination		2017 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	11	1	6	1	10	2
Review on the process of rechecking and remarking	7	1	2	0	1	0
Review on the marking of scripts after access to scripts	33	5	29	2	41	2
(ii) Expenditure in handling appeal review applications for the year (\$ million)	1.1		1.1		1.1	
(iii) Fees refunded to applicants (\$)	5,579		2,439		3,348	

- End -

CONTROLLING OFFICER'S REPLY

EDB416

(Question Serial No. 5274)

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 Ingrid YEUNG)

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 (2013-14 to 2017-18) 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 (2013-14 to 2017-18)? How many programmes were found not up to the standard?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 66)

Reply:

1. 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. Serving the 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 also 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.

As a statutory body, HKCAAVQ's annual report is tabled at the Legislative Council every year in accordance with the HKCAAVQ Ordinance. The actual expenditure of HKCAAVQ in the past 5 years from 2013-14 to 2017-18 (as at end February 2018) and the estimated expenditure for 2018-19 are as follows –

2013-14	2014-15	2015-16	2016-17	2017-18 (As at end February 2018)	2018-19 (Estimate)
(\$ million)					
72.2	79.8	89.4	88.7	75.2	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 expenditure of QAC in the past 5 years from the 2013-14 to 2017-18 and the estimated expenditure for 2018-19 are as follows –

2013-14	2014-15	2015-16	2016-17	2017-18 (As at end February 2018)	2018-19 (Estimate)
(\$ million)					
0.4	0.8	1.4	1.0	0.75	2.4

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. QAC conducted the second round of QAC quality audits in 2015 and 2016, as well as commenced the audit activities for the sub-degree operations of UGC-funded universities 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 resulted in a rise in the estimated expenditure for 2018-19. QAC members and auditors who are not based in Hong Kong receive honoraria for their participation in the QAC/audit activities. The annual rates of honoraria, which are reviewed according to the rates of civil service salary adjustments, ranged from \$81,700 to \$97,300 for QAC members and \$47,300 to \$53,930 for QAC auditors over the period from 2013-14 to 2017-18.

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, ceased operation in 2016. The Government did not provide any funding to JQRC and has no information about their annual expenditure.

2. HKCAAVQ is empowered under the HKCAAVQ Ordinance to conduct accreditation for academic and vocational programmes. In the past 5 years from 2013-14 to

2017-18 (as at end February 2018), the number of programmes accredited/re-accredited, as well as those not approved by HKCAAVQ are as follows –

Number of Programmes	Financial Year				
	2013-14	2014-15	2015-16	2016-17	2017-18 (As at end February 2018)
Accredited/ Re-accredited ^{Note}	181	499	280	235	279
Not approved ^{Note}	4	0	2	0	0

HKCAAVQ spares no effort in raising the awareness of operators regarding the accreditation requirements in order to facilitate self-evaluation of their readiness to undergo accreditation. Operators are alerted early in the accreditation process if they were 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 the former JQRC and QAC did/do not accredit individual programmes of UGC-funded universities as these universities already have self-accrediting status. As mentioned above, the former JQRC ceased operation in 2016, only the number of self-financing sub-degree programmes endorsed/re-endorsed from 2013-14 and 2014-15, as well as those not endorsed/ not re-endorsed are available and they are as follows –

Number of Programmes	Financial Year				
	2013-14	2014-15	2015-16	2016-17	2017-18
Endorsed/Re-endorsed	114	400	Not available	Not available	Not available
Not Endorsed/ Not Re-endorsed	6	21	Not available	Not available	Not available

- End -

CONTROLLING OFFICER'S REPLY

EDB417

(Question Serial No. 5282)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. Government has introduced a number of measures to boost the standard of the self-financing post-secondary education sector. Please provide the amounts of public funds used by each of the following in the past 5 years (2013/14 to 2017/18):

(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 numbers of applications received, the approval granted, the amounts of loans awarded and the repayment dates under the Start-up Loan Scheme in the past 5 years (2013/14 to 2017/18).

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 67)

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 2013/14 to 2017/18 academic years, 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, re-provision existing premises operating in sub-optimal environment, and/or provide or enhance teaching and other ancillary facilities. The loan disbursement from the 2013/14 to 2017/18 academic years is as follows –

Academic Year	Amount of Loans disbursed under SLS (\$ million)
2013/14	1,259.8
2014/15	902.7
2015/16	295.3
2016/17	93
2017/18 (Estimate)	187.5
Total	2,738.3

- 1(c) The Quality Enhancement Grant Scheme (QEGS) was implemented from the 2008/09 to 2010/11 academic years 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 2013/14 to 2017/18 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)
2013/14	67.3	22.9
2014/15	71.7	41.6
2015/16	76.8	47.6
2016/17	79.9	22.6
2017/18	83.5 (Estimate)	Note

Note: The 2017/18 round of applications 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 investment income to meet the funding requirements, in the interim before the fourth quarter (Q4) of 2017, we had been deploying funds out of the approved commitment for Qualifications Framework Support Schemes (QFSS) for meeting the cash flow requirements of the initiatives under the QF Fund. The approved commitment for QFSS was nearly exhausted in Q4 of 2017, and we have since been using the investment income generated from the principal of the QF Fund to meet the funding requirements of various initiatives. The amount of subsidies disbursed under the approved commitment for QFSS or the QF Fund from 2013-14 to 2017-18 is as follows—

Financial Year	Amount of subsidies disbursed under the QFSS or QF Fund (\$ million)
2013-14	15.2
2014-15	22.5
2015-16	40.0
2016-17	50.5
2017-18 (as at end February 2018)	42.6
Total	170.8

- 1(f) The Government has launched seven rounds of Matching Grant Scheme since 2003 in order to help the higher education sector diversify its funding sources. Starting from the fourth round, self-financing degree-awarding institutions are also included under the Scheme. Under the sixth Matching Grant Scheme, which ran from August 2012 to July 2014, a total of \$385 million was granted to self-financing operations of publicly-funded institutions, statutory post-secondary institutions and approved post-secondary colleges. The seventh Matching Grant Scheme was launched in August 2017 with a commitment of up to \$500 million over two years for application by qualified local self-financing degree-awarding institutions (namely 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)). As at March 2018, a total of some \$300 million was granted to qualified institutions under the Scheme.

- 1(g) The Research Grants Council (RGC) launched the Competitive Research Funding Schemes for the Local Self-financing Degree Sector in December 2013. The funding awarded each year by the Research Endowment Fund from the 2014/15 to 2017/18 academic years is as follows—

Academic Year	Amount Awarded (\$ million)
2014/15	103.0
2015/16	86.3
2016/17	82.9
2017/18 ^{Note 1}	53.8
Total ^{Note 2}	326.1

Note 1: Position as at end February 2018.

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 grants and/or loans 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 loans to students pursuing programmes covered under the FASP. The amounts of assistance disbursed under the two schemes from the 2013/14 to 2017/18 academic years are as follows –

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
FASP					
Amount of grants disbursed (\$ million)	1,187	1,106	1,106	1,049	688
Amount of loans disbursed (\$ million)	231	200	180	180	110
Total amount of assistance disbursed (\$ million)#	1,418	1,307	1,286	1,229	798
NLSPS					
Total amount of loans disbursed (\$ million)	651	708	792	828	557
Total (\$ million)#	2,069	2,015	2,078	2,057	1,355

* As at 31 January 2018

Figures may not add up to the corresponding total due to rounding.

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong in the 2015/16 and 2017/18 academic years respectively to subsidise students pursuing full-time locally-accredited self-financing undergraduate programmes. The amount of subsidies disbursed under the two schemes from the 2015/16 to 2017/18 academic years is as follows –

Academic Year	Amount of Subsidies (\$ million)
Study Subsidy Scheme for Designated Professions/Sectors	
2015/16	60.0
2016/17	122.5
2017/18 (as at 31 December 2017)	185.7
Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	
2017/18 (as at 16 March 2018)	605.8

2. From the 2013/14 to 2017/18 academic years, a total of 16 start-up loan applications were received under SLS. Among them, 13 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. At last, three applications were approved with a total loan amount of \$680 million. The details of the three approved loans are set out below –

Academic Year	Successful Applicant	Loan Amount (\$ million)	Date of Final Loan Repayment Note
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	April 2028
2015/16	The Open University of Hong Kong	400	Subject to date of final drawdown
Total		680	

Note: Loans granted under the 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

EDB418

(Question Serial No. 5304)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. From the 2013/14 to 2017/18 academic 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 2013/14 to 2017/18 academic 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 2013/14 to 2017/18 academic 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. (LegCo use): 68)

Reply:

1. The numbers of non-local programmes registered and exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) ("the Ordinance"), and non-local institutions and countries/regions concerned from the 2013/14 to 2017/18 academic years are set out below:

	Academic Year									
	2013/14		2014/15		2015/16		2016/17		2017/18 ^{Note 1}	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of Registered/Exempted Programmes (as at 31 August)	466	722	450	727	444	701	451	692	447 ^{Note 1}	702 ^{Note 1}
Number of Non-local Institutions ^{Note 2}	128	96	118	93	114	92	118	83	119	87
Number of Countries/Regions	12	7	11	7	12	6	13	6	13	7

Note 1: Information as at 28 February 2018.

Note 2: Some non-local institutions provide both registered programmes and exempted programmes in Hong Kong. After deducting the double counting of those non-local institutions which provide both two types of programmes aforementioned, the numbers of non-local institutions which provide non-local programmes registered or exempted from registration under the Ordinance from the 2013/14 to 2017/18 academic years were 198, 185, 183, 177 and 183 respectively.

- The numbers of non-local programmes having registration/exemption from registration cancelled under the Ordinance, and non-local institutions and countries/regions concerned from the 2013/14 to 2017/18 academic years are set out below:

	Academic Year									
	2013/14		2014/15		2015/16		2016/17		2017/18 ^{Note 1}	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of Cancelled Programmes ^{Note 2}	36	17	65	38	53	58	49	47	27	0
Number of Non-local Institutions	24	7	32	14	30	19	25	20	19	0
Number of Countries/Regions	6	2	7	3	5	3	7	4	4	0

Note 1: Information as at 28 February 2018.

Note 2: In each of the 2016/17 and 2017/18 academic year, the EDB proposed to cancel the registration of 2 programmes. The respective reasons were: (i) the non-local institutions were no longer recognised in the relevant countries; and (ii) there were no programmes conducted in the countries where the non-local institutions mainly operated which led to the same qualifications, hence the standards of the programmes were unable to be maintained at a level comparable with the programmes conducted in the relevant countries leading to the same qualifications. Apart from the 4 cases mentioned above, the requests for cancellation of registration of the other programmes were put forward by the operators or non-local institutions.

- The numbers of complaints received concerning the Ordinance and the results of investigation and follow-up actions are listed below:

	Academic Year									
	2013/14		2014/15		2015/16		2016/17		2017/18 ^{Note 1}	
Number of complaints received	4		4		4		1		1	
Results and follow-up actions	Number of cases	Results and Actions <small>Note 2</small>	Number of cases	Results and Actions <small>Note 2</small>	Number of cases	Results and Actions <small>Note 2</small>	Number of cases	Results and Actions <small>Note 2</small>	Number of cases	Results and Actions <small>Note 2</small>
	1	A	2	A	1	C	1	F	1	D
	1	B	1	B	2	F				
	1	C	1	F	1	G				
	1	E								

Note 1: Information up to 28 February 2018.

Note 2: Explanations to the classifications are as follows:

- A: The complaints were found substantiated and the operators concerned were issued with reminders to comply with 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: Initial handling of the complaint in progress.
- E: The complaints were found substantiated and prosecution was made.
- F: The complainants were informed that the complaints had been referred to enforcement departments for follow-up.
- G: The complaint concerned a case that happened about 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**EDB419****(Question Serial No. 5356)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the average numbers of teaching periods and teaching hours for teachers in government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools each year from the 2015/16 to 2017/18 school years? Please provide the information in the table below:

	2015/16		2016/17		2017/18	
	Average no. of teaching periods	Average no. of teaching hours	Average no. of teaching periods	Average no. of teaching hours	Average no. of teaching periods	Average no. of teaching hours
Government secondary school teachers						
Government primary school teachers						
Aided secondary school teachers						
Aided primary school teachers						
DSS secondary school teachers						
DSS primary school teachers						
Special school teachers						

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 77)

Reply:

The average number of teaching periods for teachers in government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools, as well as special schools, per cycle for the school years from 2015/16 to 2017/18 is tabulated below:

Average number of teaching periods per cycle per teacher*

	2015/16	2016/17	2017/18 (Estimate)
Government secondary school teachers	24	24	24
Government primary school teachers	26	26	25
Aided secondary school teachers	25	25	25
Aided primary school teachers	26	26	25
DSS secondary school teachers	23	22	22
DSS primary school teachers	22	22	22
Special 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.

Note: The EDB does not keep track of the actual numbers of teaching days and teaching hours per period per teacher. Hence, statistics on the annual average numbers of teaching periods and hours per teacher are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB420

(Question Serial No. 5367)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

- (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 studies in the past 5 school years (from the 2013/14 to the 2017/18 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 2013/14 to the 2017/18 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. (LegCo use): 79)

Reply:

(1) and (2)

In general, special schools will help their students plan and apply for post-school placement in accordance with their interests, capabilities and service needs. The number of students who have completed secondary education and pursued further studies or vocational training, with breakdown by type of special schools, as collected from different types of special schools, from the 2013/14 to 2016/17 school years is set out at the Appendix. As the current school year is still not finished, we are unable to provide the relevant information on special school leavers for the 2017/18 school year. Apart from pursuing further studies and vocational training, special school leavers may also receive vocational rehabilitation service, day 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 teachers to provide more individualised 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 improving the interface between basic and senior secondary education for students with intellectual disability (ID) 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 ID, schools for children with physical disability, the school for visual impairment (VI) cum ID as well as the psychiatric classes of the 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/or 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 2013-14 to 2018-19 financial years is as follows:

Financial Year	2013-14	2014-15	2015-16	2016-17	2017-18 (revised estimate)	2018-19 (estimate)
Expenditure (\$ million)	1,822.5	2,010.8	2,190.0	2,292.9	2,477.8	2,726.6

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

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/ 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	3	0	0	3
Total		7	24	7	0	219	20	0	277

HI: Hearing Impairment;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

PD: Physical 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. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

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

2014/15 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
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/ 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	5	7	0	12
Total		8	27	13	1	179	22	0	250

HI: Hearing Impairment;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

PD: Physical 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. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

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/ Sunnyway – 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

HI: Hearing Impairment;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

PD: Physical 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. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2013/14 to 2016/17 school years**

2016/17 School Year		School Type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Local/Overseas Tertiary Institution	0	6	6	0	0	0	0	12
	The Hong Kong Institute of Vocational Education	3	5	0	0	0	0	0	8
	Yi Jin Project	0	2	1	0	0	0	0	3
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Pro-Act Training and Development Centres	0	0	0	0	1	0	0	1
Vocational Training	Shine Skills Centre	2	12	0	0	111	10	0	135
	Integrated Vocational Training Centre	2	1	0	0	71	3	0	77
	Integrated Vocational Training Centre - Residential Service	0	0	0	0	3	2	0	5
	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	1	0	0	1
Total		7	26	8	0	187	15	0	243

HI: Hearing Impairment;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

PD: Physical 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. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
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 visual impairment only provides education up to Secondary Three, its school leavers will continue their secondary education in mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB421

(Question Serial No. 5443)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

(1) What were the government's expenditures in the past 5 school years (from the 2013/14 to the 2017/18 school years) and what is the estimated expenditure for the 2018/19 school year on promoting National Education?

(2) What were the respective numbers of students and teachers of kindergartens, primary and secondary schools and post-secondary education institutions to whom the Education Bureau had offered Mainland exchange programmes in the past 5 school years (from the 2013/14 to the 2017/18 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 2013/14 to the 2017/18 school years) and the 2018/19 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. (LegCo use): 80)

Reply:

(1)

As an essential element of values education, national education enables teachers and students to gain an understanding of our country's history, culture and development. It has been incorporated into a number of Key Learning Areas/subjects at primary and secondary levels, the "moral and civic education" curriculum, relevant learning activities in and outside schools, professional development programmes for school heads and teachers, production of learning and teaching resources, as well as relevant Mainland exchange programmes, etc. Apart from offering opportunities for students to participate in Mainland exchange programmes and arranging professional exchange programmes for teachers, professional support measures also include collaborating with schools in curriculum planning and

implementation of values education as well as rendering professional advice. 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 teachers and primary and secondary students can be separately identified. The expenditures for Mainland exchange programmes in the past 5 school years (from the 2013/14 to the 2017/18 school years) and the 2018/19 school year are as follows:

School Year	Expenditure (\$million) [@]	
	Programme for primary and secondary students	Programme for teachers
2013/14	37.2	1.3
2014/15	52.7	1.1
2015/16	61.9	1.5
2016/17 [#]	64.2	2.9
2017/18 [*]	87.2	5.7
2018/19 ⁺⁺	115	5.1

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

[#] 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 2013/14 to the 2017/18 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 ^Δ	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
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 [◇]	35 300	24 500	10.4	50.3	13.9
2017/18 [*]	2 700 [◇]	38 500	27 400	8.4	59.1	28.1

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

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

^{*} Provisional figures

[◇] Estimated number of beneficiaries

^Δ Only data relating to the Mainland Experience Scheme for Post-secondary Students is included. There are other schemes that provide subsidies for students to join Mainland exchange programmes. As the scope of these subsidy schemes also covers exchange activities outside the Mainland, statistics only relevant to exchange activities in the Mainland are not available.

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 2013/14 to the 2017/18 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) [@]
2013/14	270	1.3
2014/15	260	1.1
2015/16	410	2.1
2016/17 [#]	690	2.9
2017/18 [*]	830	5.7

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

[#] 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 in the 2013/14 school year and from the 2015/16 to the 2017/18 school years. At present, the establishment of the MCNE Section includes 10 curriculum development officers at various ranks and the staffing provision may change subject to the needs of curriculum development in future. 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

EDB422

(Question Serial No. 5462)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please list all items with unspent provisions on education (including provisions for schools (listed by the subsidy to school, institution and kindergartens), student financial assistance, capital works expenditure, non-recurrent expenditure, etc.), the amount unspent/overspent and the percentage of its actual expenditure over the estimates from 2013/14 to 2017/18.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 81)

Reply:

The breakdown of unspent provision on education from 2013-14 to 2017-18 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 2013-14 to 2017-18

	2013-14		2014-15		2015-16		2016-17		2017-18 Revised Estimate	
	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Revised Expenditure over Approved Estimate
(a) Subventions to schools/institutions/ kindergarten education										
- Subventions to schools	985 (2%)	98%	219 (1%)	99%	- (0%)	100%	301 (1%)	99%	248 (1%)	99%
- Subventions to institutions	-719 (-4%)	104%	-906 (-5%)	105%	-693 (-4%)	104%	-797 (-4%)	104%	-425 (-2%)	102%
- Subventions to kindergarten education	-86 (-4%)	104%	68 (3%)	97%	126 (4%)	96%	-221 (-7%)	107%	138 (3%)	97%
(b) Student financial assistance/ scholarship to students and loans to students/schools/ institutions	-279 (-4%)	104%	1,001 (12%)	88%	751 (10%)	90%	1,848 (22%)	78%	-136 (-2%)	102%
(c) Capital works expenditure	271 (10%)	90%	152 (7%)	93%	-11 (-0%)	100%	301 (12%)	88%	337 (10%)	90%
(d) Operational and other non-recurrent expenditure of Education Bureau and departments under its purview	320 (6%)	94%	1,114 (18%)	82%	188 (3%)	97%	156 (2%)	98%	-1,153 (-19%)	119%
Total	492 (1%)	99%	1,648 (2%)	98%	361 (0%)	100%	1,588 (2%)	98%	-991 (-1%)	101%

- End -

CONTROLLING OFFICER'S REPLY

EDB423

(Question Serial No. 5466)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information about public primary, secondary and special schools by year from the 2013/14 to 2017/18 school years:

- (a) what were the numbers of classes and school places reduced due to class reduction and the savings involved;
- (b) what were the numbers of schools and school places reduced due to school closure and the savings involved; and
- (c) what were the total numbers of classes and school places reduced as well as the total amount of savings for the two above?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 82)

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, secondary and special schools from the 2013/14 to 2017/18 school years is as follows:

- (a) The number of classes and school places reduced due to reduction of classes and the savings involved

School Year	Primary / Special			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)
2013/14	No net reduction of classes			328	10 299	Not applicable (Note 2)
2014/15				289	8 670	
2015/16				269	7 747	
2016/17				233	6 547	
2017/18				47	1 302	

(b) The number of classes and school places reduced due to school closure and the savings involved (no special schools were closed during the period concerned)

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)
2013/14	1	4	107	5	No school closure			
2014/15	No school closure							
2015/16								
2016/17					2	5	144	11
2017/18					No school closure			
					1	1	28	6

(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 / Special			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)
2013/14	Not applicable (No net reduction of classes)			328	10 299	Not applicable (Note 2)
2014/15				289	8 670	
2015/16				274	7 891	
2016/17				233	6 547	
2017/18				48	1 330	

Notes:

1. 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 adjustment in the overheads due to class reduction. In the case of school closure, the actual savings vary significantly among schools and have to be worked out on a case-by-case basis. The figures quoted above represent a very crude assessment.
2. From the 2013/14 to 2017/18 school years, the reduction of classes was mainly due to the planned changes of class structure, particularly 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 public sector secondary schools was subsumed under the overall expenditure of the Education Bureau, the total estimated savings arising from the reduction of classes are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB424

(Question Serial No. 5471)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 6 levels by the 18 school districts in the 4 school years from 2014/15 to 2017/18.

(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 2014/15 to 2017/18.

(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 2014/15 to 2017/18? How many school places of Secondary 1 and/or class levels have been 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 2013/14 to 2017/18?

(e) Please give a breakdown of the number of public sector 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 2017/18 school year.

(f) Please give an account of the implementation of the Voluntary Optimisation of Class Structure Scheme in the next school year and beyond.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 83)

Reply:

(a) 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 6 levels in the 18 school districts in the school years from 2014/15 to 2017/18 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 (S1) classes from the 2014/15 to 2017/18 school years is as follows:

School year	No. of schools with 1 S1 class	No. of schools with 2 S1 classes	No. of schools with 3 S1 classes	No. of schools with 4 S1 classes	No. of schools with 5 S1 classes	No. of schools with 6 S1 classes	No. of schools with 7 or more S1 classes
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
2017/18	1	20	55	277	28	4	1

(c) As of the 2017/18 school year, there is a total of 220 schools under the Voluntary Optimisation of Class Structure Scheme (the Scheme) (excluding 1 school which 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 from the 2014/15 to 2017/18 school years are as follows:

School year	No. of Secondary 1 classes reduced	Estimated number of Secondary 1 school places reduced ^{Note}
2014/15	211	6 330
2015/16	218	6 278
2016/17	212	5 957
2017/18	218	6 039

Note: The estimated number of Secondary 1 school places reduced is calculated by multiplying the number of Secondary 1 classes reduced by the average class size of secondary schools of the year concerned. The average class sizes of secondary schools in

the 2014/15, 2015/16, 2016/17 and 2017/18 school years are 30, 28.8, 28.1 and 27.7 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 at other class levels in the same school year. Thus, under the Scheme, the number of classes and school places reduced at 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 number of teachers who have remained in the schools as a result of the freeze of teaching establishment.

(e) The number of aided and government secondary schools by average class size in the 18 school districts in the 2017/18 school year is set out at Appendix 5.

(f) The Scheme will proceed in the next school year and the Education Bureau (EDB) will continue, in accordance with the plan under the Scheme, to withdraw the teaching post quota gradually and handle matters regarding the toleration of surplus teachers etc. In the school year following the end of the Scheme, if individual schools still have surplus teachers, EDB will extend flexibly the toleration period of surplus teachers according to the actual needs of the schools.

**Number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 6 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	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6		
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	5	6	6	6	4	3	3	3	3	3	5	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	0	4	3	1	1	2	1	5	4	5	5	4	5	15	20	18	21	12	6	4	1	4	1	10	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	2	4	4	4	4	0	0	1	1	1	1	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	1	19	19	19	19	8	8	6	6	6	6	15	15	1	1	1	1	3	4	1	1	1	1	1	1	1	
Kwai Tsing	0	0	0	0	0	0	1	0	0	0	0	0	3	3	3	3	3	3	27	28	28	28	11	8	0	0	0	0	17	20	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	0	0	2	2	1	1	1	1	22	22	23	23	8	7	3	3	3	3	18	19	0	0	0	0	0	0	0	0	0	0	0	0	0	
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	15	16	15	16	2	2	1	0	1	0	14	14	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sai Kung	0	0	0	0	0	0	1	1	0	0	1	0	3	2	1	1	0	1	15	16	18	18	5	3	0	0	0	0	13	15	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	0	0	0	0	0	0	0	0	13	13	13	13	6	6	2	2	2	2	8	8	1	1	1	0	1	1	0	0	0	0	0	0	0	
Sha Tin	0	0	0	0	0	0	0	0	0	0	0	1	8	7	7	7	7	6	25	26	26	26	10	7	5	5	5	5	21	25	0	0	0	0	0	0	0	0	0	0	0	0	0	
Southern	0	0	0	0	0	0	4	1	1	2	1	1	2	5	2	1	2	2	6	6	9	9	8	9	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	0	1	1	5	2	5	5	4	4	0	3	13	13	13	13	1	0	0	0	0	0	12	13	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	0	0	0	13	13	13	13	4	2	0	0	0	0	9	11	0	0	0	0	0	0	0	0	0	0	0	0	0	
Tuen Mun	0	0	0	1	1	0	4	2	1	2	3	2	9	8	9	8	7	7	24	27	27	27	8	10	0	0	0	0	19	19	0	0	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	0	0	0	11	11	11	11	9	8	1	1	1	1	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	0	0	5	3	3	3	3	2	15	18	17	18	12	10	3	2	3	2	8	11	0	0	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	0	0	0	9	10	9	10	5	5	3	2	3	2	7	7	1	1	1	1	1	1	0	0	0	1	1	1	1	
Yuen Long	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	0	28	28	28	28	3	4	4	4	4	3	28	29	0	0	0	1	1	1	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 with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 6 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	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6				
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	5	5	6	6	6	4	3	3	3	3	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Hong Kong East	0	0	0	0	0	0	3	3	2	1	1	2	5	5	4	4	4	3	17	14	19	17	20	11	1	4	1	4	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Islands	1	1	1	1	0	0	0	0	0	0	1	1	2	1	1	1	1	1	3	4	4	4	4	0	1	1	1	1	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kowloon City	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	19	19	19	19	19	8	6	6	6	6	6	15	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	
Kwai Tsing	0	0	0	0	0	0	1	1	0	0	0	0	3	3	3	3	3	3	27	27	28	28	28	11	0	0	0	0	0	17	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	0	0	2	2	2	1	1	1	22	22	22	23	23	8	3	3	3	3	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	16	15	16	15	16	2	0	1	0	1	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sai Kung	0	0	0	0	0	0	1	1	1	0	0	1	3	3	2	1	1	0	15	15	16	18	18	5	0	0	0	0	0	13	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	0	0	1	0	0	0	0	0	12	13	13	13	13	6	2	2	2	2	2	8	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	
Sha Tin	0	0	0	0	0	0	1	0	0	0	0	0	8	8	7	7	7	7	24	25	26	26	26	10	5	5	5	5	5	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	0	4	4	1	2	2	1	2	2	5	1	1	2	6	6	6	9	9	8	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	1	0	0	1	1	5	4	5	5	4	4	0	13	13	13	13	13	1	0	0	0	0	0	12	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	0	0	0	0	0	0	0	0	13	13	13	13	13	4	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	1	1	5	4	2	1	2	3	8	9	8	9	8	7	24	24	27	27	27	8	0	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	1	12	12	12	12	12	10	1	1	1	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	1	0	0	0	0	0	4	5	3	3	3	3	16	15	18	17	18	12	2	3	2	3	2	8	0	0	0	0	0	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	1	0	0	0	0	0	9	9	10	9	10	5	2	3	2	3	2	7	1	1	1	2	1	1	0	0	0	0	1	1	1	1	1	
Yuen Long	0	0	0	0	0	0	0	0	0	0	0	0	3	2	2	2	2	2	28	28	28	28	28	3	3	4	4	4	3	28	0	0	0	0	1	1	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 with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 6 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	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6			
Central & Western	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	5	5	5	6	6	6	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hong Kong East	0	0	0	0	0	0	3	3	3	2	1	1	6	5	5	4	4	4	13	17	14	19	17	20	4	1	4	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Islands	1	1	1	1	1	0	0	0	0	0	0	1	2	2	1	1	1	1	3	3	4	4	4	4	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kowloon City	0	0	0	0	0	0	1	0	0	0	0	0	1	2	2	2	2	2	19	19	19	19	19	19	6	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1		
Kwai Tsing	0	0	0	0	0	0	1	1	1	0	0	0	3	3	3	3	3	3	27	27	27	28	28	28	0	0	0	0	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	0	0	2	2	2	2	1	1	22	22	22	22	23	23	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	15	16	15	16	15	16	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sai Kung	0	0	0	0	0	0	1	1	1	1	0	0	3	3	3	2	1	1	15	15	15	16	18	18	0	0	0	0	0	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	0	0	1	1	0	0	0	0	12	12	13	13	13	13	2	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	
Sha Tin	0	0	0	0	0	0	1	1	0	0	0	0	8	8	8	7	7	7	24	24	25	26	26	26	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Southern	0	0	0	0	0	0	5	4	4	1	2	2	1	2	2	5	1	1	6	6	6	6	9	9	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	
Tai Po	0	0	0	0	0	0	1	1	0	0	1	1	4	4	5	5	4	4	13	13	13	13	13	13	0	0	0	0	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	0	0	1	0	0	0	0	0	12	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Tuen Mun	0	0	0	0	0	1	10	5	4	2	1	2	3	8	9	8	9	8	24	24	24	27	27	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Wan Chai	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	12	12	12	12	12	12	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Wong Tai Sin	0	0	0	0	0	0	1	1	0	0	0	0	5	4	5	3	3	3	14	16	15	18	17	18	3	2	3	2	3	2	0	0	0	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	2	1	0	0	0	0	8	9	9	10	9	10	2	2	3	2	3	2	1	1	1	2	2	1	0	0	0	0	0	0	1		
Yuen Long	0	0	0	0	0	0	1	0	0	0	0	0	3	3	2	2	2	2	27	28	28	28	28	28	3	3	4	4	4	3	0	0	0	0	0	0	1	0	0	0	0	0	0	0	

Notes: 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 6 levels by district in the 2017/18 school year**

District	1 class						2 classes						3 classes						4 classes						5 classes						6 classes						7 or more classes							
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6		
Central & Western	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	5	5	5	5	6	6	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hong Kong East	0	0	0	0	0	0	3	3	3	3	2	1	6	6	5	5	4	4	16	13	17	14	19	17	1	4	1	4	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	
Islands	1	1	1	1	1	1	0	0	0	0	0	0	2	2	2	1	1	1	3	3	3	4	4	4	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kowloon City	0	0	0	0	0	0	0	1	0	0	0	0	2	1	2	2	2	2	19	19	19	19	19	19	6	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1	
Kwai Tsing	0	0	0	0	0	0	2	1	1	1	0	0	2	3	3	3	3	3	27	27	27	27	28	28	0	0	0	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	0	0	2	2	2	2	2	1	22	22	22	22	22	23	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	
North	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	16	15	16	15	16	15	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sai Kung	0	0	0	0	0	0	1	1	1	1	1	0	3	3	3	3	2	1	15	15	15	15	16	18	0	0	0	0	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	0	0	1	1	1	0	0	0	12	12	12	13	13	13	2	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	
Sha Tin	0	0	0	0	0	0	0	1	1	0	0	0	9	8	8	8	7	7	24	24	24	25	26	26	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	
Southern	0	0	0	0	0	0	4	5	4	4	1	2	2	1	2	2	5	1	6	6	6	6	6	9	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	1	1	0	0	1	5	4	4	5	5	4	13	13	13	13	13	13	0	0	0	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	0	0	1	1	0	0	0	0	12	12	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	0	7	10	5	4	2	1	6	3	8	9	8	9	24	24	24	24	27	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	1	12	12	12	12	12	12	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Wong Tai Sin	0	0	0	0	0	0	1	1	1	0	0	0	5	5	4	5	3	3	15	14	16	15	18	17	2	3	2	3	2	3	0	0	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	2	2	1	0	0	0	9	8	9	9	10	9	1	2	2	3	2	3	1	1	1	2	2	2	0	0	0	0	0	0	0	
Yuen Long	0	0	0	0	0	0	0	1	0	0	0	0	4	3	3	2	2	2	27	27	28	28	28	28	3	3	3	4	4	4	0	0	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 class size at Secondary 1 level
and by district in the 2017/18 school year**

District	No. of schools with an average class size of 30 students or less	No. of schools with an average class size of 31 students	No. of schools with an average class size of 32 students	No. of schools with an average class size of 33 students	No. of schools with an average class size of 34 students	No. of schools with an average class size of 35 students or more
Central & Western	2	0	1	3	0	3
Hong Kong East	14	5	3	0	1	3
Islands	4	2	1	0	0	0
Kowloon City	13	6	2	2	2	4
Kwai Tsing	14	3	14	0	0	0
Kwun Tong	6	8	8	4	0	1
North	4	1	2	12	0	0
Sai Kung	10	4	2	1	0	2
Sha Tin	20	11	6	0	0	1
Sham Shui Po	4	3	6	2	0	1
Southern	9	2	2	0	0	0
Tai Po	8	3	7	0	0	0
Tsuen Wan	5	2	4	1	0	1
Tuen Mun	21	8	8	0	0	0
Wan Chai	6	2	1	1	0	4
Wong Tai Sin	7	8	8	0	0	0
Yau Tsim Mong	5	0	6	0	0	2
Yuen Long	13	9	8	0	0	4

- End -

CONTROLLING OFFICER'S REPLY

EDB425

(Question Serial No. 5491)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 2013/14 to 2017/18;
- (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 2013/14 to 2017/18;
- (c) a breakdown of the number of schools offering Applied Learning courses and the student applications for the course clusters under the 6 areas of studies from 2013/14 to 2017/18; 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 2013/14 to 2017/18.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 84)

Reply:

(a) The Senior Secondary Applied Learning (ApL) has been implemented since the 2010/11 school year. The Education Bureau (EDB) 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 courses. An E-system has also been developed to assist schools to handle application matters for ApL courses in schools. In addition, we also provide 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. Full subsidy

has been provided for students to take ApL courses effective from the 2016/17 school year. The amount of Diversity Learning Grant for ApL and the amount of Student Grant for ApL(C) from the 2013/14 to 2017/18 school years are as follows:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Diversity Learning Grant for ApL (\$ million)	51	50	48	59	65
Student Grant for ApL(C)* (\$ million)	NA	2.3	4.4	6.7	7.4

* ApL(C) was introduced in the 2014/15 school year.

(b) Each cohort of ApL courses lasts for 2 years and ApL(C) courses lasts for 3 years. For the 5 cohorts from 2013-15 to 2017-19, the number of schools offering Senior Secondary ApL courses, the number of courses offered, the number of student applications, and the total number of students taking ApL courses are as follows:

Cohort	2013-15	2014-16	2015-17	2016-18	2017-19
No. of schools offering Senior Secondary ApL courses	315	316	327	339	347
No. of courses offered	37	36	40	36	35
No. of student applications (Note: in general, student can only apply to start at S4 for ApL(C) courses and S5 for ApL courses, application by level is thus not applicable.)	8 649	8 086	7 320	8 609	8 575
Total number of students taking ApL courses	5 047	4 791	4 506	4 992	4 788

Information on the Diversity Learning Grant for ApL and the Student Grant for ApL(C) provided by the Government is set out in part (a).

(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) for the 5 cohorts from 2013-15 to 2017-19 are as follows:

Number of schools offering ApL courses:

Area of studies	Course Cluster	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort	2016-18 Cohort	2017-19 Cohort
Creative Studies	Design Studies	145	162	153	162	154
	Media Arts	105	118	122	98	120
	Performing Arts	75	68	72	107	96

Media and Communication	Films, TV and Broadcasting Studies	67	59	90	66	80
	Media Production and Public Relations	79	68	15	25	46
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	NA (Cluster not yet provided)	31	48	34
	Business Studies	57	58	42	52	52
	Clientele Management	30	11	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Legal Studies	28	27	29	39	35
Services	Food Services and Management	NA (Cluster not yet provided)	158	220	216	239
	Hospitality Services	241	155	136	146	129
	Event Management	23	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Personal and Community Services	167	147	162	170	156
Applied Science	Medical Science and Health Care	147	136	133	185	168
	Psychology	105	97	107	135	138
	Sports	70	83	76	110	116
Engineering and Production	Civil and Mechanical Engineering	48	42	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	53	67	72
	Information Engineering	58	43	47	41	49
	Services Engineering	132	139	143	141	153

Applied Learning Chinese (for non-Chinese speaking students)	NA (Course not yet provided)	NA (Course not yet provided)	14	23	22
Total number of schools offering ApL courses	315	316	327	339	347

Number of student applications for ApL courses:

Area of studies	Course Cluster	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort	2016-18 Cohort	2017-19 Cohort
Creative Studies	Design Studies	678	631	580	689	579
	Media Arts	369	440	413	364	397
	Performing Arts	324	308	302	413	504
Media and Communication	Films, TV and Broadcasting Studies	395	316	301	238	264
	Media Production and Public Relations	218	156	31	72	88
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	NA (Cluster not yet provided)	90	139	100
	Business Studies	255	213	136	170	185
	Clientele Management	172	64	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Legal Studies	70	70	89	92	87
Services	Food Services and Management	NA (Cluster not yet provided)	2 177	1 702	2 061	2 128
	Hospitality Services	2 724	913	816	684	547
	Event Management	77	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Personal and Community Services	1 029	661	615	689	645
Applied Science	Medical Science and Health Care	667	463	396	794	665
	Psychology	477	400	443	585	610
	Sports	242	287	315	441	487

Engineering and Production	Civil and Mechanical Engineering	160	143	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	205	260	239
	Information Engineering	166	109	125	77	113
	Services Engineering	626	735	572	662	731
Applied Learning Chinese (for non-Chinese speaking students)		NA (Course not yet provided)	NA (Course not yet provided)	189	179	206
Total number of student applications		8 649	8 086	7 320	8 609	8 575

(d) The EDB has supported schools to implement Other Learning Experiences 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 2013/14 to 2017/18 is summarised below:

2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)
0.37	0.02	0.29	0.26	0.26

- End -

CONTROLLING OFFICER'S REPLY

EDB426

(Question Serial No. 5493)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In regard to the support received by students and the respective training programmes attended by teachers for integrated education, please provide information on the following in the past 5 years (2013/14 to 2017/18 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 percentage of number and expenditure of SEN students studying in mainstream schools among all SEN students 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. (LegCo use): 85)

Reply:

(a) & (b)

Schools are required to adopt the Whole School Approach to support students with special educational needs (SEN) through the 3-Tier Intervention Model, taking into account their individual needs for support. To help public sector mainstream schools cater for students with SEN, on top of regular subvention, the Education Bureau (EDB) has been providing these 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 level and by SEN type in the past 5 years (2013/14 to 2017/18 school years) is set out at Appendix 1. The tier of support for students with SEN is subject to upward or downward adjustment from time to time depending on 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 number of students with SEN requiring tier-2 and tier-3 support from the 2013/14 to 2017/18 school years is set out at Appendix 2.

The percentage of students with each type of SEN out of the total number of students with SEN in the same period is tabulated at Appendix 3.

The expenditure on additional support and services provided for students with SEN studying in public sector mainstream schools from the 2013/14 to 2017/18 school years is as follows:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Revised Estimate)
Expenditure (\$ million)	1,075	1,222	1,310	1,392	1,667

It should be noted that schools are required to deploy school resources holistically and flexibly to provide support for the students with SEN, having regard to their individual needs, not according to their type of SEN. Besides, some expenditures are incurred by services for students with SEN as a whole, irrespective of the type of SEN or tier of support (e.g. teacher training and educational psychology support service). Hence, we are not able to provide a breakdown of these expenditures by type of SEN or tier of support.

(c)

To enhance the professional capacity of teachers in supporting students with SEN, the EDB has been providing serving teachers with structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. The number of public sector mainstream school teachers having completed the BAT Courses from the 2013/14 to 2017/18 school years is as follows:

Course	2013/14 (Actual)		2014/15 (Actual)		2015/16 (Actual)		2016/17 (Actual)		2017/18 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	215	356	215	295	221	364	259	444	275	408
Advanced	92	141	74	86	109	147	129	197	124	160
Thematic	200	281	152	316	201	250	204	248	232	267

The expenditure on BAT courses from the 2013/14 to 2017/18 school years is as follows:

Course	Expenditure (\$ million)				
	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Actual)	2016/17 (Actual)	2017/18 (Revised Estimate)
Basic	7.9	7.3	8.3	10.4	10.2
Advanced	10.7	7.8	12.6	16.3	15.0
Thematic	24.5	24.4	24.2	25.3	27.9
Total	43.1	39.5	45.1	52.0	53.1

**Number of students with SEN studying in
public sector mainstream primary and secondary schools
by grade level and by SEN type from the 2013/14 to 2017/18 school years** ^(Note 1)

Specific Learning Difficulties	P1 (Note 2)	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
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	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
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

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
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

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
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

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
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

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
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

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
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

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
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Notes:

1. Figures show the position as at September of the respective school year. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The number of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

Table 1

**Distribution of public sector mainstream primary and secondary schools eligible for LSG
by number of students with SEN requiring tier-2 support
from the 2013/14 to 2017/18 school years**

No. of students with SEN requiring tier-2 support	No. of schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	17	1	7	0	2	1	2	9	1
1-10	18	107	15	92	15	81	11	57	41	50
11-20	35	65	28	72	26	72	26	77	23	67
21-30	53	33	47	41	35	49	26	56	19	57
31-40	62	38	56	27	55	27	47	27	47	34
41-50	66	22	68	31	63	22	62	26	57	30
51-60	44	27	52	31	51	25	62	19	65	21
61-70	16	29	23	17	33	21	37	25	41	21
71-80	3	11	10	21	19	25	22	25	28	14
81-90	3	11	3	16	7	17	9	15	10	23
91-100	0	10	1	8	4	13	8	18	8	18
Over 100	0	12	0	20	2	28	3	35	7	49

Table 2

**Distribution of public sector mainstream primary and secondary schools eligible for LSG
by number of students with SEN requiring tier-3 support
from the 2013/14 to 2017/18 school years**

No. of students with SEN requiring tier-3 support	No. of Schools									
	2013/14		2014/15		2015/16		2016/17		2017/18	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	39	90	41	90	42	77	39	72	66	60
1-5	243	281	243	284	253	294	259	295	270	309
6-10	16	7	14	5	10	6	11	8	12	9
11-15	0	2	2	1	1	3	1	4	3	1
16-20	0	0	0	0	1	0	2	1	1	3
Over 20	3	2	4	3	3	2	2	2	3	3

**Percentage of students with each major type of SEN
out of the total number of students with SEN studying in public sector mainstream schools
from the 2013/14 to 2017/18 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
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%
2017/18	45.7%	3.4%	19.2%	23.2%	0.6%	0.2%	1.5%	6.2%

Note: Figures show the position as at September of the respective school year. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB427

(Question Serial No. 5495)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 on each type of primary schools and their respective percentage shares in the GDP; and the respective school fees of Direct Subsidy Scheme (DSS) schools and international schools.
- (4) The recurrent expenditure and total expenditure on each type of secondary schools and their respective percentage shares in the GDP; and the respective school fees of Direct Subsidy Scheme (DSS) schools and international schools.
- (5) With regard to sub-degree places, what is the expenditure on subsidised places paid by public money and what is the amount of student financial assistance involved? 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 on subsidised places of undergraduate, taught postgraduate and research postgraduate programmes 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. (LegCo use): 86)

Reply:

(1) The information regarding the expenditure on education is as follows:

	2018-19 Estimate	
	\$ million	as % of GDP
Recurrent public expenditure on education	84,649	3.00
Total public expenditure on education	113,672	4.03

(2) The information regarding the pre-primary education is as follows:

	2018-19 Estimate	
	\$ million	as % of GDP
Recurrent expenditure	6,523	0.23
Total expenditure	6,609	0.23

(3) and (4) The information regarding primary and secondary education is as follows:

Expenditure

	2018-19 Estimate	
	\$ million	as % of GDP
Primary education		
Recurrent expenditure	19,568	0.69
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government primary schools	1,328	
--- Aided primary schools	16,307	
--- English Schools Foundation Junior Schools	75	
--- Primary schools under the Direct Subsidy Scheme	953	
Total expenditure	21,000	0.74

	2018-19 Estimate	
	\$ million	as % of GDP
Secondary education		
Recurrent expenditure	27,486	0.97
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government secondary schools	1,656	
--- Aided secondary schools	21,447	
--- Caput schools	103	
--- English Schools Foundation Secondary Schools	173	
--- Secondary schools under the Direct Subsidy Scheme	3,261	
Total expenditure	28,971	1.03

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 expenditure and capital expenditure under General Revenue Account, as well as capital expenditure under Capital Works Reserve Fund (CWRF) (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 CWRF cannot be classified by school type, such as the feasibility study and site investigation for vacant school premises.

School fees for international schools and schools under the Direct Subsidy Scheme (DSS)

For international schools, their school fees in the 2017/18 school year range from \$5,800 to \$197,900 at primary level and from \$52,800 to \$231,300 at secondary level. For schools under DSS, their school fees in the 2017/18 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	13	10
\$5,001 - \$10,000	1	8	11
\$10,001 - \$20,000	9	8	9
\$20,001 - \$30,000	5	9	11
\$30,001 - \$50,000	4	13	15
\$50,001 - \$80,000	2	3	3
\$80,001 - \$100,500	0	1	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) and (6) The information regarding sub-degree and degree places is as follows:

Expenditure

	2018-19 Estimate
	\$ million
Funding allocated to University Grants Committee-funded universities	18,965
Financial assistance to students pursuing sub-degree/degree/post graduate programmes ^φ	
-- Tertiary Student Finance Scheme – Publicly-funded Programmes	
--- sub-degree programmes	224.8
--- degree programmes	660.9
--- post-graduate programmes	8.1
-- Financial Assistance Scheme for Post-secondary Students	
--- sub-degree programmes	443.4
--- degree programmes	369.5
-- One-off cash grant	
--- sub-degree programmes	27.8
--- degree programmes	50.7
--- post-graduate programmes	0.4
Funding allocations for the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	1,337

^φ The financial provision represents the projected grants to students in the 2017/18 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 degree, taught postgraduate and research postgraduate programmes) as they see fit. UGC is therefore unable to identify or 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 2018-19, the estimated recurrent subvention to VTC in respect of vocational and professional education is \$2,384 million.

Regarding self-financing post-secondary education, 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. The number of subsidised places will be increased 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 9 000 students will benefit from SSSDP in the 2018/19 academic year.

Starting from the 2017/18 academic year, the Government has launched the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong to provide a non-means-tested annual subsidy of up to \$30,000 (adjusted according to the Composite Consumer Price Index) for eligible students pursuing full-time locally-accredited local and non-local self-financing undergraduate degree (including first-year-first-degree and top-up degree) programmes (save for those enrolled in places already supported under SSSDP). The subsidy is only applicable to Hong Kong students studying self-financing first-year-first-degree programmes who must have attained level 3 for Chinese Language and English language as well as level 2 for Mathematics Compulsory Part and Liberal Studies ("3322" results) in the Hong Kong Diploma of Secondary Education Examination, while those studying in self-financing top-up degree programmes must have the relevant sub-degree qualifications. There are 15 eligible institutions, including 9 approved post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320), the Open University of Hong Kong, the Technological and Higher Education Institute of Hong Kong and the School for Higher and Professional Education under the VTC, the Hong Kong Art School, the Hong Kong Institute of Technology, and Savannah College of Art and Design Foundation (Hong Kong) Limited. In the 2017/18 academic year, about 20 000 eligible students received the subsidy.

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 3 cohorts of students admitted to designated professional part-time programmes (including some higher diploma programmes at the sub-degree level) offered by VTC, covering programmes in the disciplines of construction, engineering and technology. The pilot scheme will benefit around 5 600 students in total for 3 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 2018/19 academic year. As regards VTC, the tuition fee for publicly-funded sub-degree programmes for the 2018/19 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 \$3,070 to \$65,482 (after deducting the subsidy) for the 2018/19 academic year.

Self-financing programmes

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2017/18 academic year are appended in the table below. Tuition fee information for the 2018/19 academic year is not yet available.

Institution	Sub-degree (\$)	Undergraduate* (\$)
Caritas Bianchi College of Careers	52,800 - 65,315	-
Caritas Institute of Community Education	52,000 - 54,600	-
Caritas Institute of Higher Education	63,165	72,565 - 104,720 [@]
Centennial College	-	94,000 - 99,000 [@]
Chu Hai College of Higher Education	-	71,500 - 74,000 [@]
City University of Hong Kong – School of Continuing and Professional Education [#] and Community College of City University/UOW College Hong Kong	47,250 - 83,900	72,313 - 120,000
Gratia Christian College	61,500	65,500 - 68,000 [@]
Hang Seng Management College	-	82,600 – 87,800 [@]
HKCT Institute of Higher Education	-	67,250 - 70,500 [@]
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-
Hong Kong Art School [#]	51,975	91,040 [@]
Hong Kong Baptist University and its School of Continuing Education and College of International Education	47,250 - 57,000	58,720 - 158,000
Hong Kong College of Technology	50,800 - 59,070	-
Hong Kong Institute of Technology [#]	42,000 - 65,000	58,800 [@]
Hong Kong Nang Yan College of Higher Education	41,000	65,000 - 79,000 [@]
Hong Kong Shue Yan University	-	68,000 [@]
Lingnan Institute of Further Education	51,500 - 64,800	-
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc. [#]	-	286,763 [@]

School of Continuing and Professional Studies, The Chinese University of Hong Kong	50,220 - 76,245	90,000 - 127,800
The Education University of Hong Kong	-	75,750 - 88,500
The Hong Kong Polytechnic University – Hong Kong Community College and School of Professional Education and Executive Development	54,300 - 64,605	69,900 - 92,385
Hong Kong University of Science and Technology	-	256,613
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education [#]	56,400 - 86,670	71,360 - 115,920 [@]
The University of Hong Kong School of Professional and Continuing Education (HKU SPACE) [#] and HKU SPACE Community College	55,000 - 76,000	54,900 - 110,700
Tung Wah College	54,000 - 88,150	63,495 - 129,030 [@]
Vocational Training Council	54,400 - 55,600	63,080 - 98,550 [@]
Yew Chung Community College	69,000	-
YMCA College of Careers	47,500 - 52,000	-

Note:

* includes top-up degree programmes

“-” denotes no related programme was offered

[#] Institutes providing locally-accredited non-local first-year-first-degree programmes

[@] Starting from the 2017/18 academic year, under the “Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong”, eligible students can receive a non-means-tested annual subsidy up to \$30,000 (adjusted according to the Composite Consumer Price Index) to pursue full-time locally-accredited local and non-local self-financing undergraduate programmes offered by eligible institutions.

- End -

CONTROLLING OFFICER'S REPLY

EDB428

(Question Serial No. 5497)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide:

- (1) a breakdown of the expenditures in the original estimate for 2017-18, the revised estimate for 2017-18 and the estimate for 2018-19, 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. (LegCo use): 87)

Reply:

- (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 2017-18 and 2018-19 are:

	2017-18 Original Estimate	2017-18 Revised Estimate	2018-19 Estimate
Operational expenses for formulation of policies and provision of support to the education sector	\$ million 1,984.4	\$ million 1,959.7 (-1.2%)	\$ million 2,148.0 (+9.6%)

The revised estimate for 2017-18 under Programme (8) Policy and Support is \$24.7 million or 1.2% lower than the original estimate. This is mainly due to the lower than budgeted requirement for operational expenditure and non-recurrent expenditure items.

Provision for 2018-19 is \$188.3 million or 9.6% higher than the revised estimate of 2017-18. This is mainly due to increase in provision for operational expenditure.

Re (2) to (5). The administrative expenses involved in the education services/initiatives listed in the questions 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	Specific funding (if any)
<u>School-based professional support services (SBSS) for kindergartens, primary, secondary and special schools</u> EDB provides schools with a wide range of SBSS in areas such as catering for learner diversity, supporting non-Chinese speaking students to learn Chinese language, supporting students with special educational needs, 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.	For the school-based support services funded by EDF, a total of \$81.1 million has been earmarked under the Fund for the programmes held/to be held in the 2017/18 school year.

Education services / initiatives	Specific funding (if any)
<p><u>Assessment tools for School Self Evaluation (SSE) and the conducting of External School Reviews (ESR)</u></p> <p>To facilitate schools' continuous development and improvement through SSE, EDB provides a range of self-evaluation tools (e.g. Performance Indicators, Key Performance Measures and a set of stakeholder questionnaires, etc.), and conducts ESR to validate SSE and provide schools with suggestions for improvement.</p>	
<p><u>Assistance in various education reform initiatives</u></p> <p><i>Implementation of new academic structure</i></p> <p>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 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, curriculum renewal has been following 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>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 \$200 million in 2018-19.</p>

Education services / initiatives	Specific funding (if any)
<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 2017/18 and 2018/19 school years.</p>	
<p><u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u></p> <p>The Pilot Project on Strengthening Schools' Administration Management (Pilot Project) aims at supporting schools to strengthen their school administration management, as well as streamline procedures, thereby enhancing efficiency and unleashing teachers' capacity. Each participating school is provided with professional support and a grant of \$0.45 million for trying out appropriate measures to enhance school administration.</p> <p>A total of 132 public sector schools (including government and aided schools) have participated in the Pilot Project since its launch in the 2011/12 school year. 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</p>	<p>A total of \$59.4 million was provided to schools for conducting the Pilot Project. The Pilot Project was completed at the end of 2016. The total provision of the SAM Grant in 2015-16 was \$214.3 million. Relevant schools may use the Grant up to 31 August 2018.</p>

Education services / initiatives	Specific funding (if any)
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.	

- End -

CONTROLLING OFFICER'S REPLY

EDB429

(Question Serial No. 5504)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. 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 2015/16 to 2017/18 school years in Hong Kong;
2. Please provide the number of schools admitting NCS students and provided with additional recurrent funding, the number of NCS students by grade, the amount of funding received, and the percentage of NCS students in these schools among all NCS students in Hong Kong from the 2015/16 to 2017/18 school years;
3. Please provide the number of schools admitting NCS students but are not studying in schools provided with the additional recurrent funding, the number of NCS students by grade and the percentage of NCS students in these schools among all NCS students in Hong Kong from the 2015/16 to 2017/18 school years;
4. Please provide details of measures and funding in respect of the educational support for NCS students provided by the Education Bureau from the 2015/16 to 2017/18 school years;
5. The educational support measures for NCS students and the expenditure involved from the 2015/16 to 2017/18 school years; and
6. How will the Administration review the effectiveness of the education for NCS students?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 88)

Reply:

1. 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 2015/16 to 2017/18 school years is tabulated at Annex A. As regards the unit cost, the provision of teachers and grants by the Government to public sector schools is basically the same, whereas the total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.
2. To facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and creation of an inclusive learning environment, the Education Bureau (EDB) has, starting from the 2014/15 school year, provided all public sector and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting 10 or more NCS students with an additional recurrent funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. In the 2015/16, 2016/17 and 2017/18 school years, the number of schools provided with the above additional recurrent funding to enhance the support for NCS students in learning Chinese is 197, 216 and 228 respectively. The number of NCS students by grade in the schools concerned from the 2015/16 to 2017/18 school years is tabulated at Annex B. In the 2015/16, 2016/17 and 2017/18 school years, the percentage of NCS students studying in these schools among all NCS students in public sector and DSS schools offering the local school curriculum (excluding special schools) in Hong Kong is 93.5%, 94.1% and 93.7% respectively.
3. 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". In the 2015/16, 2016/17 and 2017/18 school years, the respective number of schools is 410, 382 and 387. According to the information collected through the Student Enrolment Survey, the number of NCS students by grade in these schools is tabulated at Annex C. The percentage share of these NCS students among all NCS students in public sector and DSS schools offering the local curriculum (excluding special schools) in Hong Kong is 6.5%, 5.9% and 6.3% respectively. Starting from the 2014/15 school year, these schools may apply for an additional funding of \$50,000 per year on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. We encourage these schools to make good use of their immersed Chinese language environment, work out holistic plans that dovetail with existing measures and resources in light of their school-based circumstances, as well as deploy resources flexibly and apply for additional funding as appropriate to support their NCS students in mastering the Chinese language.
- 4.&5. The educational support measures for NCS students from the 2015/16 to 2017/18 school years and the expenditure are tabulated at Annex D.

6. 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 and 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.

**Number of non-Chinese speaking (NCS) students
by level and by grade from the 2015/16 to 2017/18 school years**

Level	Grade	2015/16 school year	2016/17 school year	2017/18 school year
Pre-primary (K1 - K3)	K1	4 470	4 477	4 505
	K2	4 437	4 688	4 686
	K3	3 075	3 075	3 218
	K1-K3	11 982	12 240	12 409
Primary (Primary 1 - 6)	P1	1 583	1 574	1 625
	P2	1 609	1 643	1 670
	P3	1 574	1 617	1 670
	P4	1 461	1 593	1 644
	P5	1 414	1 451	1 583
	P6	1 317	1 388	1 430
	P1-P6	8 958	9 266	9 622
Secondary (Secondary 1 - 6)	S1	1 730	1 648	1 772
	S2	1 547	1 633	1 620
	S3	1 457	1 523	1 672
	S4	1 505	1 454	1 560
	S5	1 324	1 452	1 376
	S6	1 219	1 261	1 383
	S1-S6	8 782	8 971	9 383

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 NCS based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres, and include local and non-local kindergartens.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include students in special schools.
5. Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to programmes in tertiary institutions, including certificate/diploma, higher diploma, sub-degree and undergraduate degree programmes. Statistics with breakdown by local and non-local NCS student are not available.

**Number of non-Chinese speaking (NCS) students by grade
in schools provided with additional recurrent funding
from the 2015/16 to 2017/18 school years**

Grade	2015/16 school year	2016/17 school year	2017/18 school year
P1	1 420	1 470	1 490
P2	1 480	1 506	1 558
P3	1 484	1 506	1 545
P4	1 367	1 504	1 534
P5	1 334	1 365	1 499
P6	1 245	1 316	1 344
P1-P6	8 330	8 667	8 970
S1	1 601	1 543	1 630
S2	1 448	1 538	1 534
S3	1 381	1 451	1 577
S4	1 418	1 369	1 467
S5	1 180	1 321	1 238
S6	1 092	1 126	1 265
S1-S6	8 120	8 348	8 711

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 NCS based on the spoken language at home.
3. Figures cover students in public sector and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include students in special schools.

**Number of non-Chinese speaking (NCS) students by grade
in schools not provided with additional recurrent funding
from the 2015/16 to 2017/18 school years**

Grade	2015/16 school year	2016/17 school year	2017/18 school year
P1	163	104	135
P2	129	137	112
P3	90	111	125
P4	94	89	110
P5	80	86	84
P6	72	72	86
P1-P6	628	599	652
S1	129	105	142
S2	99	95	86
S3	76	72	95
S4	87	85	93
S5	59	55	68
S6	58	60	52
S1-S6	508	472	536

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 NCS based on the spoken language at home.
3. Figures cover students in public sector and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include students in special schools.

**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	Actual 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	245.1 Note 1	258.5 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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.7	3.9	4.4
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow parents of NCS students 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	2.3

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.4	6.7	7.4
<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 other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level.</p>	2.09	2.58	2.95
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 under the Language Fund	2.35	1.18	3.50
<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) 2 projects to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively</p> <p>(b) school-based professional support services</p> <p>(c) With the implementation of the new kindergarten education policy starting from the 2017/18 school year:</p> <p>(i) a grant comparable to the recommended salary of one kindergarten teacher has been provided to kindergartens admitting 8 or more NCS students for supporting NCS students</p> <p>(ii) specific training courses for kindergarten teachers on support of NCS students</p>	<p>-</p> <p>Note 2</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>0.7</p> <p>Note 2</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>-</p> <p>Note 2</p> <p>Note 1</p> <p>56.0</p> <p>1.4</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 Programmes (USP) projects funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. Regarding the USP projects, the actual expenditure is \$2.25 million and \$8.33 million for the 2015/16 and 2016/17 school years respectively, and the estimated expenditure is \$2.88 million for the 2017/18 school year. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure by kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB430

(Question Serial No. 5505)

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 Ingrid YEUNG)

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 2015/16 to 2017/18 school years.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 89)

Reply:

As at 1 March 2018, 830 aided schools of 231 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). The percentage of aided IMC schools among all aided schools in the 2015/16, 2016/17 and 2017/18 school years (as at 1 March 2018) is 98.3%, 98.9% and 98.9% respectively. The number of aided IMC schools by district and category in the 2015/16, 2016/17 and 2017/18 school years is at Appendix.

The actual expenditure in 2015-16, 2016-17 and the revised estimated expenditure in 2017-18 for supporting schools to set up their IMCs are \$33.1 million, \$25.7 million and \$5.7 million respectively.

Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	2015/16 School Year (as at 31 August 2016)				2016/17 School Year (as at 31 August 2017)				2017/18 School Year (as at 1 March 2018)			
	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	22	21	3	46	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	27	27	1	55	27	27	1	55
Kwai Tsing	31	30	6	67	31	30	6	67	31	30	6	67
Kwun Tong	25	32	4	61	25	32	5	62	25	32	5	62
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	37	37	5	79	37	37	5	79
Southern	13	9	6	28	12	9	6	27	12	9	6	27
Tai Po	17	17	4	38	17	17	4	38	17	17	4	38
Tsuen Wan	13	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	9	12	2	23	10	12	2	24	10	12	2	24
Wong Tai Sin	22	25	5	52	22	23	5	50	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
<i>Total number of Aided IMC Schools</i>	356	409	60	825	358	411	61	830	358	411	61	830

Notes: The above table shows the number of aided IMC schools. There are also 21 DSS schools with an IMC as at 1 March 2018.

- End -

CONTROLLING OFFICER'S REPLY**EDB431****(Question Serial No. 5507)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the student-to-teacher ratios, please provide the following information:

- (a) For the 2013/14 to 2017/18 school years and the estimate of the 2018/19 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided primary schools and the expenditures involved?
- (b) For the 2013/14 to 2017/18 school years and the estimate of the 2018/19 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided secondary schools and the expenditures involved?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 90)Reply:

- (a) The student-to-teacher ratios in public sector primary schools from the 2013/14 to 2017/18 school years as well as the projection for the 2018/19 school year are as follows:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Estimate)	2018/19 (Projected)
Student-to-teacher Ratio	14.2 : 1	14.0 : 1	14.1 : 1	14.2 : 1	13.8 : 1	13.9 : 1

Note: Calculation of the above student-to-teacher ratios is based on the total number of teachers in the schools (i.e. teachers within and outside establishment).

The Education Bureau (EDB) endeavours to improve the student-to-teacher ratios in public sector primary schools and has been implementing various new initiatives to provide additional teaching staff for schools. Examples include the implementation of Small Class Teaching and the provision of specific grants under such initiatives as the

Learning Support Grant, which provide flexibility for schools to employ additional teachers. In addition, starting from the 2017/18 school year, the teacher-to-class ratio for public sector primary schools (including special schools) has been increased by 0.1 across-the-board. As the EDB does not capture the school-based information on the deployment of grants in employing additional teachers, we are unable to provide the expenditure figures on such improvements.

- (b) The student-to-teacher ratios in public sector secondary schools from the 2013/14 to 2017/18 school years as well as the projection for the 2018/19 school year are as follows:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Estimate)	2018/19 (Projected)
Student-to-teacher Ratio	13.8 : 1	13.0 : 1	12.3 : 1	11.9 : 1	11.6 : 1	11.5 : 1

Note: Calculation of the above student-to-teacher ratios is based on the total number of teachers in the schools (i.e. teachers within and outside establishment).

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 Secondary 1 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. In addition, the EDB has been implementing various new initiatives to provide schools with additional teaching manpower. For example, starting from the 2017/18 school year, the teacher-to-class ratio for public sector secondary schools (including special schools) has been increased by 0.1 across-the-board. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants under such initiatives as the Learning Support Grant, the Career and Life Planning Grant, etc., also enables schools to employ additional teachers. As the EDB does not capture the school-based information on the deployment of grants in employing additional teachers, we are unable to provide the expenditure figures on such improvements.

- End -

CONTROLLING OFFICER'S REPLY**EDB432****(Question Serial No. 5509)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 (including special schools) from the 2013/14 to 2017/18 school years; and in respect of the latter, the number, percentage and wastage rate of those with a recognised degree; and
2. Whether the Government 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. (LegCo use): 91)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 from the 2013/14 to 2017/18 school years 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 (%)^
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	8 530	42.9	2.4	11 370	57.1	5.4
2017/18 (Estimate)	9 310	43.7	2.7	11 980	56.3	4.3

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of Teachers*	%	Wastage Rate (%)^	No. of Teachers*	%	Wastage Rate (%)^
2013/14	18 510	78.8	4.2	4 990	21.2	7.9
2014/15	18 300	78.6	4.3	4 970	21.4	6.9
2015/16	17 960	78.5	4.2	4 930	21.5	7.8
2016/17	17 690	78.7	4.0	4 800	21.3	6.9
2017/18 (Estimate)	17 780	79.2	4.1	4 670	20.8	6.4

Special Schools

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of Teachers*	%	Wastage Rate (%)^	No. of Teachers*	%	Wastage Rate (%)^
2013/14	800	48.7	5.1	840	51.3	7.3
2014/15	810	48.2	4.6	870	51.8	8.8
2015/16	840	49.6	4.6	860	50.4	9.0
2016/17	860	51.2	3.6	820	48.8	10.5
2017/18 (Estimate)	940	50.9	4.4	910	49.1	9.3

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 2013/14 to 2017/18 are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers		
	Number of Degree Holders*	%	Wastage Rate (%)^
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	10 740	94.4	5.1
2017/18 (Estimate)	11 380	95.0	4.0

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers		
	Number of Degree Holders*	%	Wastage Rate (%)^
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	4 490	93.6	6.8
2017/18 (Estimate)	4 400	94.2	6.0

Special Schools

School Year	Non-graduate Teachers		
	Number of Degree Holders*	%	Wastage Rate (%)^
2013/14	770	91.9	7.4
2014/15	810	92.8	9.3
2015/16	800	94.0	8.3
2016/17	780	94.5	10.3
2017/18 (Estimate)	860	95.4	9.8

* 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 teachers” refer to the teachers who were serving in a school as at mid-September of the preceding school year but were no longer serving in any of the primary, secondary or special school as at mid-September of the school year concerned.

2. Graduate and non-graduate teacher posts belong to two different streams under the teaching grade structure of public sector schools. Currently, schools should assign duties according to the rank and specialties of individual teachers instead of the academic qualifications they possess.

In any event, it is the Government’s long-term target to have an all-graduate teaching force so as to attract more talent to join the teaching force and to enhance the quality of teaching. The Education Bureau set up the Task Force on Professional Development of Teachers (Task Force) at the end of 2017. Under the principle of “Led by Professionals”, the Task Force examines various related issues, including the timetable for an all-graduate teaching force. The Task Force aims to extensively consult the sector from June to August 2018 and submit a report to the Government by the end of 2018. Upon taking office, the current-term Government pledged to increase recurrent expenditure on education by \$5 billion, of which \$3.6 billion had been approved by the Legislative Council in July 2017. In the 2018-19 Budget Speech, the Financial Secretary has proposed to commit an additional recurrent expenditure of \$2 billion to achieve quality education on top of the remaining \$1.4 billion earmarked for recurrent expenditure. An all-graduate teaching force can be one of the measures to enhance teachers' professional development.

- End -

CONTROLLING OFFICER'S REPLY**EDB433****(Question Serial No. 5517)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

At present, aided primary, secondary and special schools are allowed to retain fund balance up to 12 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 12 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 under OEBG/EOEBG/ESCBG and the number of months of the recurrent subvention of the school that the said amount represents in the 5 school years from 2013/14 to 2017/18 in the tables below;

(A) Aided and government secondary schools

Amount of reserve	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year		2017/18 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	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year		2017/18 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	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year		2017/18 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 sector primary and secondary schools as well as the highest, lowest, average and median amount of unspent grants in the 5 school years from 2013/14 to 2017/18.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 92)

Reply:

(a) A breakdown of the cumulative balances under Operating Expenses Block Grant (OEBG)/Expanded Operating Expenses Block Grant (EOEBG)/Expanded Subject and Curriculum Block Grant (ESCBG) for aided and government schools at the end of 2013/14, 2014/15 and 2015/16 school years is set out at Annex 1.

The information on cumulative balances of aided schools is based on the annual audited accounts submitted by aided schools to the Education Bureau (EDB). Since some aided schools have yet to submit their accounts for the 2016/17 school year and the 2017/18 school year has not finished, relevant information for these two school years is 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 2013-14 to 2017-18, together with the highest, lowest, average and median amount of unspent grants from 2013-14 to 2015-16, are set out at Annex 2.

The information on unspent grants of aided schools is based on the annual audited accounts submitted by aided schools to the EDB. Since aided schools are still submitting their accounts for the 2016/17 school year and the 2017/18 school year has not finished, information on unspent grants for these two school years is not yet available.

**Information on cumulative balances under OEBG/EOEBG/ESCBG
for the school years from 2013/14 to 2015/16**

(A) Aided and government secondary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2013/14 school year		2014/15 school year		2015/16 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	38	Less than 6 months	46	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	17	Less than 6 months	23	Less than 6 months	34
	6 to less than 9 months	9	6 to less than 9 months	11	6 to less than 9 months	5
	9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	Less than 6 months	30	Less than 6 months	26	Less than 6 months	23
	6 to less than 9 months	3	6 to less than 9 months	3	6 to less than 9 months	8
	9 to less than 12 months	8	9 to less than 12 months	4	9 to less than 12 months	5
	12 months or more	2	12 months or more	1	12 months or more	0
\$1.5 million to below \$2 million	Less than 6 months	36	Less than 6 months	30	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	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
\$2 million to below \$2.5 million	Less than 6 months	32	Less than 6 months	30	Less than 6 months	34
	6 to less than 9 months	1	6 to less than 9 months	1	6 to less than 9 months	0
	9 to less than 12 months	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	2013/14 school year		2014/15 school year		2015/16 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
\$2.5 million to below \$3 million	Less than 6 months	20	Less than 6 months	28	Less than 6 months	24
	6 to less than 9 months	3	6 to less than 9 months	3	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	1	12 months or more	1
\$3 million to below \$3.5 million	Less than 6 months	14	Less than 6 months	19	Less than 6 months	28
	6 to less than 9 months	26	6 to less than 9 months	18	6 to less than 9 months	13
	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	2	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	2	Less than 6 months	3
	6 to less than 9 months	36	6 to less than 9 months	33	6 to less than 9 months	33
	9 to less than 12 months	1	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
\$4 million or above	Less than 6 months	0	Less than 6 months	1	Less than 6 months	0
	6 to less than 9 months	58	6 to less than 9 months	59	6 to less than 9 months	59
	9 to less than 12 months	52	9 to less than 12 months	49	9 to less than 12 months	42
	12 months or more	3	12 months or more	3	12 months or more	0
Total		394		394		391

(B) Aided and government primary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2013/14 school year		2014/15 school year		2015/16 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	50	Less than 6 months	37	Less than 6 months	36
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	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	111	Less than 6 months	84	Less than 6 months	71
	6 to less than 9 months	1	6 to less than 9 months	1	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	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	89	Less than 6 months	95	Less than 6 months	78
	6 to less than 9 months	21	6 to less than 9 months	18	6 to less than 9 months	15
	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	62	Less than 6 months	60	Less than 6 months	74
	6 to less than 9 months	28	6 to less than 9 months	20	6 to less than 9 months	22
	9 to less than 12 months	4	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
\$2 million to below \$2.5 million	Less than 6 months	16	Less than 6 months	37	Less than 6 months	33
	6 to less than 9 months	31	6 to less than 9 months	33	6 to less than 9 months	32
	9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	0

Amount of Reserve	2013/14 school year		2014/15 school year		2015/16 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	1	Less than 6 months	3	Less than 6 months	9
	6 to less than 9 months	14	6 to less than 9 months	30	6 to less than 9 months	33
	9 to less than 12 months	1	9 to less than 12 months	2	9 to less than 12 months	3
	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	1
	6 to less than 9 months	12	6 to less than 9 months	12	6 to less than 9 months	21
	9 to less than 12 months	4	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	0	6 to less than 9 months	5	6 to less than 9 months	1
	9 to less than 12 months	1	9 to less than 12 months	4	9 to less than 12 months	9
	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	1
	9 to less than 12 months	1	9 to less than 12 months	2	9 to less than 12 months	3
	12 months or more	0	12 months or more	0	12 months or more	0
Total		449		449		451

(C) Aided special schools (Note 1)

Amount of Reserve	2013/14 school year		2014/15 school year		2015/16 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	5	Less than 6 months	5	Less than 6 months	2
	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
\$1 million to below \$1.5 million	Less than 6 months	8	Less than 6 months	8	Less than 6 months	11
	6 to less than 9 months	2	6 to less than 9 months	4	6 to less than 9 months	2
	9 to less than 12 months	1	9 to less than 12 months	0	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	4	Less than 6 months	6
	6 to less than 9 months	9	6 to less than 9 months	7	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	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	3	Less than 6 months	5
	6 to less than 9 months	7	6 to less than 9 months	5	6 to less than 9 months	0
	9 to less than 12 months	6	9 to less than 12 months	5	9 to less than 12 months	3
	12 months or more	0	12 months or more	0	12 months or more	0

Amount of Reserve	2013/14 school year		2014/15 school year		2015/16 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	2	Less than 6 months	1	Less than 6 months	2
	6 to less than 9 months	3	6 to less than 9 months	5	6 to less than 9 months	7
	9 to less than 12 months	0	9 to less than 12 months	1	9 to less than 12 months	3
	12 months or more	1	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	2	6 to less than 9 months	2	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	1
	12 months or more	0	12 months or more	1	12 months or more	1
\$3.5 million to below \$4 million	Less than 6 months	1	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	2	6 to less than 9 months	1	6 to less than 9 months	0
	9 to less than 12 months	2	9 to less than 12 months	0	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	0
\$4 million or above	Less than 6 months	0	Less than 6 months	1	Less than 6 months	2
	6 to less than 9 months	1	6 to less than 9 months	3	6 to less than 9 months	1
	9 to less than 12 months	1	9 to less than 12 months	2	9 to less than 12 months	3
	12 months or more	0	12 months or more	0	12 months or more	0
Total		60		60		60

Notes

1. The information on cumulative balances of aided schools is based on the annual audited accounts submitted by aided schools to the EDB. Since aided schools are still submitting their accounts for the 2016/17 school year and the 2017/18 school year has not finished, relevant information for these two school years is not yet available.
2. The information on government schools is provided on a financial year basis.

**Information on government grants to
aided and government schools for the years from 2013-14 to 2017-18**

(A) Aided and government secondary schools (excluding special schools)

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Career and Life Planning Grant								
- Highest	-	517.6	541.6	566.9	583.6	-	422.7	468.1
- Lowest	-	301.9	531.6	189.0	236.2	-	0	0
- Average	-	501.0	540.8	549.5	548.6	-	70.9	73.3
- Median	-	517.6	541.6	566.9	583.6	-	69.6	74.9
Diversity Learning Grant - Applied Learning								
- Highest	767.1	575.6	629.4	825.7	771.1	286.4	71.5	59.3
- Lowest	4.6	5.1	6.3	6.1	6.1	0	0	0
- Average	156.3	153.7	145.8	171.1	174.8	2.6	0.8	0.6
- Median	123.2	132.7	129.9	133.3	147.5	0	0	0
Diversity Learning Grant - Other Programmes								
- Highest	147.0	147.0	147.0	147.0	147.0	186.8	168.0	152.0
- Lowest	14.0	2.9	21.0	14.0	7.0	0	0	0
- Average	86.6	83.8	81.8	82.0	81.0	56.4	53.6	49.0
- Median	98.0	91.0	91.0	84.0	84.0	54.8	56.0	49.2

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Enhanced Senior Secondary Curriculum Support Grant/Senior Secondary Curriculum Support Grant								
- Highest	889.8	1,074.8	1,124.7	1,177.2	1,057.1	858.5	863.7	965.2
- Lowest	108.1	20.6	25.9	27.1	85.0	0	0	0
- Average	639.2	645.8	646.5	451.1	551.4	330.3	312.7	309.2
- Median	697.4	724.7	709.2	504.5	695.3	304.9	299.3	278.6
Extra Recurrent Grant under ITE4								
- Highest	-	-	103.1	103.1	121.3	-	-	103.1
- Lowest	-	-	48.5	48.5	48.5	-	-	0
- Average	-	-	75.8	66.7	66.3	-	-	25.5
- Median	-	-	84.9	66.7	66.7	-	-	13.3
Extra Senior Secondary Curriculum Support Grant								
- Highest	250.0	250.0	250.0	250.0	250.0	1,000.0	1,250.0	1,250.0
- Lowest	62.5	62.5	62.5	62.5	62.5	0	0	0
- Average	240.5	236.7	220.2	69.0	138.9	426.0	509.9	564.7
- Median	250.0	250.0	250.0	62.5	104.2	476.0	489.0	485.1
Grants for Teaching and Non-teaching Staff								
- Highest	5,025.3	5,369.7	7,362.2	5,926.3	6,356.7	8,381.7	9,616.8	12,050.7
- Lowest	1.1	1.9	2.0	32.6	4.6	0	0	0
- Average	1,088.0	1,164.9	1,317.3	1,575.2	1,774.9	939.0	1,056.1	1,167.2
- Median	497.9	552.9	619.9	1,070.9	1,359.6	378.0	426.6	493.1

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Information Technology Staffing Support Grant								
- Highest	-	-	-	-	175.0	-	-	-
- Lowest	-	-	-	-	175.0	-	-	-
- Average	-	-	-	-	175.0	-	-	-
- Median	-	-	-	-	175.0	-	-	-
Learning Support Grant								
- Highest	1,500.0	1,500.0	1,559.5	1,583.6	1,629.2	1,040.0	1,218.6	1,086.7
- Lowest	7.0	8.0	9.4	9.6	9.8	0	0	0
- Average	421.3	587.8	665.5	724.1	532.2	89.8	130.7	142.1
- Median	330.0	468.0	522.7	576.5	431.1	56.4	83.1	95.0
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	445.1	395.7	380.7
- Median	-	-	-	-	-	527.7	473.5	447.9
OEBG/EOEBG/ESCBG								
- Highest	11,339.4	11,057.6	11,439.3	11,692.5	11,966.0	7,129.5	6,736.1	6,718.8
- Lowest	757.4	313.0	719.5	1,269.4	775.3	0	0	0
- Average	6,266.4	6,401.0	6,505.8	6,562.6	6,646.1	2,847.9	2,788.1	2,751.9
- Median	6,734.1	6,870.3	6,965.0	6,960.5	7,085.8	2,920.8	2,844.9	2,736.2

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	-	-	150.0	-	-	-
- Lowest	-	-	-	-	43.8	-	-	-
- Average	-	-	-	-	141.5	-	-	-
- Median	-	-	-	-	150.0	-	-	-
One-off Grant to Secondary Schools for the Promotion of STEM Education								
- Highest	-	-	-	200.0	-	-	-	-
- Lowest	-	-	-	200.0	-	-	-	-
- Average	-	-	-	200.0	-	-	-	-
- Median	-	-	-	200.0	-	-	-	-
One-off Grant under ITE4								
- Highest	-	-	147.5	121.5	147.5	-	147.5	121.5
- Lowest	-	-	69.4	69.4	69.4	-	0	0
- Average	-	-	108.7	96.4	93.9	-	104.6	48.1
- Median	-	-	121.5	95.4	95.4	-	121.5	22.4
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	-	362.6	308.3	-	-	-
- Lowest	-	-	-	145.1	38.9	-	-	-
- Average	-	-	-	199.1	171.6	-	-	-
- Median	-	-	-	199.5	199.5	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland								
- Highest	-	-	-	120.0	240.0	-	-	120.0
- Lowest	-	-	-	120.0	120.0	-	-	6.5
- Average	-	-	-	120.0	196.3	-	-	109.5
- Median	-	-	-	120.0	240.0	-	-	118.7
Salaries Grants								
- Highest	62,428.6	66,370.7	70,055.5	72,913.8	71,175.4	0	0	0
- Lowest	6,890.3	7,915.4	2,381.1	6,765.5	5.8	0	0	0
- Average	39,441.0	41,270.3	42,694.3	44,463.2	41,740.1	0	0	0
- Median	40,676.1	42,499.4	44,009.4	45,564.0	42,815.6	0	0	0
School-based After-school Learning and Support Programmes								
- Highest	256.0	349.8	373.8	352.8	310.8	337.0	342.4	308.8
- Lowest	10.4	7.2	9.6	12.0	11.6	0	0	0
- Average	116.8	141.1	147.0	138.3	133.9	70.7	70.3	72.1
- Median	119.8	131.0	132.0	124.0	124.8	65.8	59.5	61.8
Strengthening School Administration Management Grant								
- Highest	-	-	250.0	-	-	-	-	250.0
- Lowest	-	-	250.0	-	-	-	-	0
- Average	-	-	250.0	-	-	-	-	228.6
- Median	-	-	250.0	-	-	-	-	250.0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	98.4	358.8	171.0	-	-	0
- Lowest	-	-	11.5	5.8	7.0	-	-	0
- Average	-	-	54.7	160.9	85.5	-	-	0
- Median	-	-	52.7	151.0	86.7	-	-	0
Transitional Career and Life Planning Grant								
- Highest	-	-	-	100.0	100.0	-	-	-
- Lowest	-	-	-	100.0	100.0	-	-	-
- Average	-	-	-	100.0	100.0	-	-	-
- Median	-	-	-	100.0	100.0	-	-	-

(B) Aided and government primary schools (excluding special schools)

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Extra Recurrent Grant under ITE4								
- Highest	-	-	103.1	103.1	121.3	-	-	103.1
- Lowest	-	-	48.5	48.5	48.5	-	-	0
- Average	-	-	67.9	69.3	71.6	-	-	17.1
- Median	-	-	66.7	66.7	66.7	-	-	6.4
Free Lunch at Schools								
- Highest	-	1,353.2	1,405.6	1,426.3	1,654.3	-	0	0
- Lowest	-	18.6	12.4	22.3	14.1	-	0	0
- Average	-	430.1	457.2	460.6	443.7	-	0	0
- Median	-	397.0	435.5	431.6	419.3	-	0	0
Grants for Teaching and Non-teaching staff								
- Highest	2,783.7	2,936.6	3,378.3	3,302.9	3,884.3	1,950.3	2,628.7	3,752.9
- Lowest	2.9	5.1	3.2	11.5	3.5	0	0	0
- Average	254.4	359.9	504.9	683.2	882.6	150.4	215.8	288.6
- Median	108.0	124.4	138.5	153.9	212.2	97.2	143.1	171.1
Information Technology Staffing Support Grant								
- Highest	-	-	-	-	175.0	-	-	-
- Lowest	-	-	-	-	175.0	-	-	-
- Average	-	-	-	-	175.0	-	-	-
- Median	-	-	-	-	175.0	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Learning Support Grant								
- Highest	1,370.0	1,590.0	1,652.1	1,751.5	1,604.7	781.3	1,051.2	992.2
- Lowest	7.0	9.1	28.1	28.8	49.0	0	0	0
- Average	564.8	727.3	788.4	836.1	634.1	112.3	140.0	134.3
- Median	520.0	695.5	721.6	775.5	611.9	87.5	105.0	102.3
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	401.1	333.5	312.1
- Median	-	-	-	-	-	476.2	388.3	330.8
OEBG/EOEBG/ESCBG								
- Highest	5,944.9	6,384.1	6,830.1	7,115.3	7,297.9	4,290.5	4,301.6	4,320.3
- Lowest	384.2	132.0	764.4	1,450.9	1,510.9	0	0	0
- Average	3,514.9	3,874.1	4,095.2	4,288.9	4,461.5	1,361.6	1,565.0	1,697.6
- Median	3,675.3	4,032.0	4,352.6	4,556.2	4,683.2	1,249.0	1,450.9	1,626.9
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	-	-	100.0	-	-	-
- Lowest	-	-	-	-	29.2	-	-	-
- Average	-	-	-	-	94.7	-	-	-
- Median	-	-	-	-	100.0	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	-	-	100.0	-	-	-	-	100.0
- Lowest	-	-	100.0	-	-	-	-	0
- Average	-	-	100.0	-	-	-	-	96.5
- Median	-	-	100.0	-	-	-	-	100.0
One-off Grant under ITE4								
- Highest	-	-	147.5	147.5	147.5	-	147.5	147.5
- Lowest	-	-	69.4	69.4	69.4	-	0	0
- Average	-	-	97.2	99.6	104.6	-	96.9	53.3
- Median	-	-	95.4	95.4	121.5	-	95.4	69.4
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	-	308.3	308.3	-	-	-
- Lowest	-	-	-	145.1	28.8	-	-	-
- Average	-	-	-	208.2	188.4	-	-	-
- Median	-	-	-	199.5	199.5	-	-	-
Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland								
- Highest	-	-	-	120.0	240.0	-	-	120.0
- Lowest	-	-	-	120.0	120.0	-	-	0
- Average	-	-	-	120.0	191.5	-	-	108.5
- Median	-	-	-	120.0	240.0	-	-	118.4

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Salaries Grants								
- Highest	38,205.4	40,730.5	42,786.6	45,210.6	44,416.8	0	0	0
- Lowest	2,166.2	7,200.7	1,874.6	5,734.3	7,533.7	0	0	0
- Average	21,448.8	23,049.3	24,400.3	26,101.0	25,686.2	0	0	0
- Median	23,567.3	24,950.9	26,318.6	27,791.5	27,143.4	0	0	0
School-based After-school Learning and Support Programmes								
- Highest	223.2	400.8	421.8	435.0	417.0	260.1	306.7	397.2
- Lowest	4.0	6.0	6.4	7.8	4.8	0	0	0
- Average	90.5	128.2	141.6	142.7	144.8	45.6	54.9	60.4
- Median	85.4	114.5	128.0	128.0	132.3	33.0	37.2	44.2
Strengthening School Administration Management Grant								
- Highest	-	-	250.0	-	-	-	-	250.0
- Lowest	-	-	250.0	-	-	-	-	52.2
- Average	-	-	250.0	-	-	-	-	233.0
- Median	-	-	250.0	-	-	-	-	250.0
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	90.8	273.8	132.5	-	-	0
- Lowest	-	-	1.4	2.5	1.7	-	-	0
- Average	-	-	32.6	84.5	49.8	-	-	0
- Median	-	-	27.4	74.2	46.3	-	-	0

(C) Aided special schools

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Career and Life Planning Grant								
- Highest	-	517.6	541.6	566.9	583.6	-	326.7	361.9
- Lowest	-	517.6	541.6	566.9	583.6	-	0	0
- Average	-	517.6	541.6	566.9	583.6	-	83.6	85.6
- Median	-	517.6	541.6	566.9	583.6	-	85.4	88.2
Diversity Learning Grant - Applied Learning								
- Highest	254.3	215.9	214.4	318.6	373.4	6.8	0	12.1
- Lowest	6.0	6.8	6.3	6.5	8.5	0	0	0
- Average	75.0	81.6	80.7	93.1	104.1	0.2	0	0.3
- Median	63.2	75.2	65.6	62.9	92.3	0	0	0
Enhanced Senior Secondary Curriculum Support Grant/Senior Secondary Curriculum Support Grant								
- Highest	444.9	569.4	428.5	518.0	477.7	329.7	406.7	399.8
- Lowest	74.2	102.4	81.2	40.6	42.5	0	0	0
- Average	195.3	211.1	217.1	221.7	222.1	79.7	117.1	92.5
- Median	185.4	204.7	214.2	224.2	231.8	62.7	114.1	80.9
Extra Recurrent Grant under ITE4								
- Highest	-	-	84.9	103.1	103.1	-	-	69.4
- Lowest	-	-	48.5	48.5	48.5	-	-	0
- Average	-	-	51.3	52.8	52.2	-	-	19.5
- Median	-	-	48.5	48.5	48.5	-	-	9.9

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Free Lunch at Schools								
- Highest	-	146.5	141.9	189.2	209.6	-	0	0
- Lowest	-	1.9	2.6	3.2	3.7	-	0	0
- Average	-	45.4	47.3	47.8	45.3	-	0	0
- Median	-	32.9	41.4	43.4	38.5	-	0	0
Grants for Teaching and Non-teaching Staff								
- Highest	4,003.9	4,612.2	4,949.9	4,907.2	4,496.1	4,076.2	4,686.7	4,914.6
- Lowest	45.2	57.8	59.3	47.4	37.5	0	0	0
- Average	1,198.4	1,426.0	1,416.4	1,532.9	1,575.6	701.2	845.3	997.6
- Median	717.9	845.8	970.6	1,279.4	1,262.2	386.6	470.4	552.3
Information Technology Staffing Support Grant								
- Highest	-	-	-	-	175.0	-	-	-
- Lowest	-	-	-	-	175.0	-	-	-
- Average	-	-	-	-	175.0	-	-	-
- Median	-	-	-	-	175.0	-	-	-
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	404.2	349.6	323.6
- Median	-	-	-	-	-	499.3	428.4	371.5

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
OEBG/EOEBG/ESCBG								
- Highest	10,600.8	11,278.0	11,788.5	11,987.8	12,327.3	5,981.0	6,991.8	6,492.8
- Lowest	1,544.6	1,728.7	1,884.0	1,907.4	1,851.2	0	262.6	30.2
- Average	3,896.9	4,199.7	4,402.9	4,509.0	4,579.4	2,090.4	2,275.9	2,391.0
- Median	3,534.5	3,850.2	4,174.4	4,250.3	4,233.6	2,004.1	2,070.7	2,257.0
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	-	-	150.0	-	-	-
- Lowest	-	-	-	-	75.0	-	-	-
- Average	-	-	-	-	148.0	-	-	-
- Median	-	-	-	-	150.0	-	-	-
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	-	-	100.0	-	-	-	-	100.0
- Lowest	-	-	100.0	-	-	-	-	0.2
- Average	-	-	100.0	-	-	-	-	97.0
- Median	-	-	100.0	-	-	-	-	100.0
One-off Grant to Secondary Schools for the Promotion of STEM Education								
- Highest	-	-	-	200.0	200.0	-	-	-
- Lowest	-	-	-	100.0	200.0	-	-	-
- Average	-	-	-	105.1	200.0	-	-	-
- Median	-	-	-	100.0	200.0	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
One-off Grant under ITE4								
- Highest	-	-	121.5	147.5	95.4	-	121.5	147.5
- Lowest	-	-	69.4	69.4	69.4	-	53.9	0
- Average	-	-	73.4	79.5	74.6	-	74.1	41.7
- Median	-	-	69.4	69.4	69.4	-	69.4	40.4
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	-	308.3	199.5	-	-	-
- Lowest	-	-	-	145.1	145.1	-	-	-
- Average	-	-	-	156.2	155.9	-	-	-
- Median	-	-	-	145.1	145.1	-	-	-
Salaries Grants								
- Highest	71,216.1	75,876.0	81,958.2	84,534.6	80,886.8	0	0	0
- Lowest	6,044.2	6,366.1	7,890.1	9,076.2	346.3	0	0	0
- Average	23,722.2	25,470.8	27,396.1	28,957.6	27,364.3	0	0	0
- Median	22,220.7	24,374.3	26,089.6	27,753.0	26,724.6	0	0	0
School-based After-school Learning and Support Programmes								
- Highest	62.4	114.0	130.2	120.6	114.6	48.4	89.4	99.9
- Lowest	5.2	5.6	5.2	4.0	2.4	0	0	0
- Average	24.5	31.5	38.4	41.4	36.3	12.3	14.5	18.3
- Median	20.4	24.0	30.0	30.0	25.2	7.8	7.9	12.6

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2013-14	2014-15	2015-16	2016-17	2017-18 (Note 5)	2013-14	2014-15	2015-16
Strengthening School Administration Management Grant								
- Highest	-	-	250.0	-	-	-	-	250.0
- Lowest	-	-	250.0	-	-	-	-	24.7
- Average	-	-	250.0	-	-	-	-	237.6
- Median	-	-	250.0	-	-	-	-	250.0
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	-	94.6	46.4	-	-	0
- Lowest	-	-	-	3.6	2.1	-	-	0
- Average	-	-	-	31.8	17.6	-	-	0
- Median	-	-	-	21.9	14.6	-	-	0

Notes

1. To present a more realistic picture of the unspent balance of grants retained by individual schools, this Annex only covers government grants that are received by the majority of aided and government schools (i.e. more than 50% of aided and government secondary schools, aided and government primary schools, or aided special schools as appropriate). Other grants that are not received by the majority of aided and government schools are not included in the Annex.
2. The information on government grants received by aided and government schools and the respective unspent amount of government schools are calculated on a financial year basis, while the respective unspent amount of aided schools is calculated on a school year basis.
3. The information on unspent grants of aided schools is based on the annual audited accounts submitted by aided schools to the EDB. Since some aided schools have yet to submit their accounts for the 2016/17 school year and the 2017/18 school year has not finished, information on unspent grants for these two school years is not yet available.
4. Amount of unspent grants is calculated after taking into account the amount brought forward from the previous school/financial year and after deducting the excessive surplus amount to be returned to the Government.
5. The information on government grants received by aided and government schools for the financial year 2017-18 shows the position as at 28 February 2018.

- End -

CONTROLLING OFFICER'S REPLY**EDB434****(Question Serial No. 5728)**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 Ingrid YEUNG)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 (2013/14 to 2017/18 school years) using the following tables:

Table 1

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

Table 2

DSS primary schools					
School Year	Average of Subsidy per Student	Average of Subsidy per DSS School	Median of Subsidy per DSS School	Average of School Fee Charged	Median of School Fee Charged

Table 3

DSS secondary schools					
School Year	Average of Subsidy per Student	Average of Subsidy per DSS School	Median of Subsidy per DSS School	Average of School Fee Charged	Median of School Fee Charged

Table 4

DSS primary schools					
School Year	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship

Table 5

DSS secondary schools					
School Year	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship

Table 6

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 HK\$10,000				
Annual School Fee between HK\$10,000 and HK\$20,000				
Annual School Fee over HK\$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 School Fee Charged	Median of School Fee Charged
Annual School Fee under HK\$10,000					
Annual School Fee between HK\$10,000 and HK\$20,000					
Annual School Fee over HK\$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 School Fee Charged	Median of School Fee Charged
Annual School Fee under HK\$10,000					
Annual School Fee between HK\$10,000 and HK\$20,000					
Annual School Fee over HK\$20,000					

Table 9

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship
Annual School Fee under HK\$10,000					
Annual School Fee between HK\$10,000 and HK\$20,000					
Annual School Fee over HK\$20,000					

Table 10

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve	Median of Financial Reserve	Average Annual Expenditure on Fee Remission and Scholarship	Median Annual Expenditure on Fee Remission and Scholarship	Average Number of Students Benefited from Scholarship
Annual School Fee under HK\$10,000					
Annual School Fee between HK\$10,000 and HK\$20,000					
Annual School Fee over HK\$20,000					

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 93)

Reply:

The requested information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2013/14 to 2017/18 school years) is tabulated at Appendix.

Information on DSS Primary/Secondary Schools from the 2013/14 to 2017/18 School Years

Table 1

2013/14 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	3	2 724
Hong Kong East	2	1 063	4	3 111
Islands	0	0	3	1 433
Southern	2	1 428	2	1 821
Wan Chai	0	0	3	1 789
Kowloon City	2	1 557	5	4 372
Kwun Tong	1	564	7	6 283
Sai Kung	4	3 018	8	5 628
Sham Shui Po	3	1 678	9	6 944
Wong Tai Sin	0	0	1	1 246
Yau Tsim and Mong Kok	1	974	3	2 706
North	0	0	1	1 201
Sha Tin	2	1 718	6	4 455
Tai Po	0	0	2	1 518
Kwai Chung and Tsing Yi	1	564	0	0
Tuen Mun	1	741	0	0
Yuen Long	2	1 245	5	3 893

2014/15 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	2	2 261
Hong Kong East	2	1 109	4	3 036
Islands	0	0	3	1 403
Southern	2	1 418	2	1 813
Wan Chai	0	0	3	1 755
Kowloon City	2	1 609	5	4 408
Kwun Tong	1	624	7	6 012
Sai Kung	4	3 073	7	5 564
Sham Shui Po	3	1 667	9	6 816
Wong Tai Sin	0	0	1	1 252
Yau Tsim and Mong Kok	1	966	3	2 623
North	0	0	1	1 186
Sha Tin	2	1 731	7	4 822
Tai Po	0	0	2	1 406
Kwai Chung and Tsing Yi	1	548	0	0
Tuen Mun	1	746	0	0
Yuen Long	2	1 355	5	3 864

2015/16 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	2	2 292
Hong Kong East	2	1 148	4	3 013
Islands	0	0	3	1 380
Southern	2	1 414	2	1 808
Wan Chai	0	0	3	1 635
Kowloon City	2	1 687	5	4 395
Kwun Tong	1	698	7	5 591
Sai Kung	4	3 112	7	5 518
Sham Shui Po	3	1 645	9	6 690
Wong Tai Sin	0	0	1	1 267
Yau Tsim and Mong Kok	1	932	3	2 532
North	0	0	1	1 194
Sha Tin	2	1 766	7	4 806
Tai Po	0	0	2	1 283
Kwai Chung and Tsing Yi	1	540	0	0
Tuen Mun	1	755	0	0
Yuen Long	2	1 418	5	3 818

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

2017/18 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	2 253
Hong Kong East	2	1 220	4	2 838
Islands	0	0	3	1 244
Southern	2	1 419	2	1 806
Wan Chai	0	0	3	1 590
Kowloon City	2	1 739	5	4 440
Kwun Tong	1	775	7	5 108
Sai Kung	4	3 204	7	5 312
Sham Shui Po	3	1 664	9	6 650
Wong Tai Sin	0	0	1	1 298
Yau Tsim and Mong Kok	1	926	3	2 485
North	0	0	1	1 173
Sha Tin	2	1 883	7	4 800
Tai Po	0	0	2	1 309
Kwai Chung and Tsing Yi	1	537	0	0
Tuen Mun	1	774	0	0
Yuen Long	2	1 449	5	3 557

Table 2

DSS Primary Schools					
School Year	Average of Subsidy per Student ^{Note 1} (HK\$)	Average of Subsidy per DSS School ^{Note 2} (HK\$)	Median of Subsidy per DSS School ^{Note 2} (HK\$)	Average of School Fee Charged (HK\$)	Median of School Fee Charged (HK\$)
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	40,147,191	41,796,315	25,710	23,900
2017/18	58,317 or 55,984	-- Note 3	-- Note 3	26,616	23,900

Note 1: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are 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 (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 3: Since the 2017-18 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 3

DSS Secondary Schools							
School Year	Average of Subsidy per Student ^{Note 1} (HK\$)	Average of Subsidy per DSS School ^{Note 2} (HK\$)	Median of Subsidy per DSS School ^{Note 2} (HK\$)	Average of School Fee Charged (HK\$)		Median of School Fee Charged (HK\$)	
				S1-3	S4-6	S1-3	S4-6
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	48,773,145	49,992,130	20,924	22,907	18,800	18,980
2017/18	S1 – 3: 59,349 or 57,569 S4 – 6: 72,626 or 70,447	-- Note 3	-- Note 3	21,756	23,868	19,500	20,055

Note 1: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are 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 (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 3: Since the 2017-18 financial year has not come to a close, 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 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
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	56,824,073	46,502,928	4,453,909	2,035,566	--
2016/17 ^{Note 1}	--	--	--	--	--
2017/18 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2016/17 and 2017/18 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 within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

Table 5

DSS Secondary Schools					
School Year	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
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	40,058,395	31,545,003	3,921,020	1,839,032	--
2016/17 ^{Note 1}	--	--	--	--	--
2017/18 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2016/17 and 2017/18 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 within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

Table 6

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 HK\$10,000	2	1 305	24	16 984
Annual School Fee between HK\$10,000 and HK\$20,000	8	5 583	11	9 275
Annual School Fee over HK\$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 HK\$10,000	1	548	22	15 217
Annual School Fee between HK\$10,000 and HK\$20,000	9	6 423	12	9 924
Annual School Fee over HK\$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 HK\$10,000	1	540	22	14 370
Annual School Fee between HK\$10,000 and HK\$20,000	9	6 545	11	8 900
Annual School Fee over HK\$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 HK\$10,000	1	529	22	13 543
Annual School Fee between HK\$10,000 and HK\$20,000	9	6 625	10	7 820
Annual School Fee over HK\$20,000	11	8 172	29	24 993

2017/18 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 HK\$10,000	1	537	21	12 504
Annual School Fee between HK\$10,000 and HK\$20,000	9	6 759	9	6 821
Annual School Fee over HK\$20,000	11	8 294	31	26 538

Table 7

2013/14 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)	Median of School Fee Charged (HK\$)
Annual School Fee under HK\$10,000	46,672 or 43,750	29,359,000	29,359,000	8,635	8,635
Annual School Fee between HK\$10,000 and HK\$20,000		31,819,625	33,448,500	14,003	14,062
Annual School Fee over HK\$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 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)	Median of School Fee Charged (HK\$)
Annual School Fee under HK\$10,000	50,073 or 47,117	27,617,000	27,617,000	7,370	7,370
Annual School Fee between HK\$10,000 and HK\$20,000		35,116,333	36,601,000	13,720	14,124
Annual School Fee over HK\$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 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)	Median of School Fee Charged (HK\$)
Annual School Fee under HK\$10,000	52,132 or 49,654	29,960,733	29,960,733	7,370	7,370
Annual School Fee between HK\$10,000 and HK\$20,000		38,653,725	40,001,549	13,923	14,800
Annual School Fee over HK\$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 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)	Median of School Fee Charged (HK\$)
Annual School Fee under HK\$10,000	54,053 or 51,762	30,349,279	30,349,279	7,370	7,370
Annual School Fee between HK\$10,000 and HK\$20,000		40,605,952	42,860,362	14,243	15,000
Annual School Fee over HK\$20,000		40,662,560	40,003,446	36,760	36,300

2017/18 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1 (HK\$)	Average of Subsidy per DSS School Note 3 (HK\$)	Median of Subsidy per DSS School Note 3 (HK\$)	Average of School Fee Charged (HK\$)	Median of School Fee Charged (HK\$)
Annual School Fee under HK\$10,000	58,317 or 55,984	--	--	7,370	7,370
Annual School Fee between HK\$10,000 and HK\$20,000		--	--	15,287	15,980
Annual School Fee over HK\$20,000		--	--	37,634	36,300

Note 1: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are 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 (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 3: Since the 2017-18 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 8

2013/14 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)		Median of School Fee Charged (HK\$)	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK\$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 HK\$10,000 and HK\$20,000		42,101,167	42,499,000	15,594	14,787	15,810	15,120
Annual School Fee over HK\$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 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)		Median of School Fee Charged (HK\$)	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK\$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 HK\$10,000 and HK\$20,000		45,760,250	46,262,500	16,140	15,315	16,850	16,100
Annual School Fee over HK\$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 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)		Median of School Fee Charged (HK\$)	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK\$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 HK\$10,000 and HK\$20,000		49,524,591	53,022,291	16,154	15,512	16,150	15,600
Annual School Fee over HK\$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 (HK\$)	Average of Subsidy per DSS School Note 2 (HK\$)	Median of Subsidy per DSS School Note 2 (HK\$)	Average of School Fee Charged (HK\$)		Median of School Fee Charged (HK\$)	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK\$10,000	S1 – 3: 55,074 or 53,276 S4 – 6: 67,801 or 65,499	42,310,661	41,201,673	3,663	5,249	4,000	5,465
Annual School Fee between HK\$10,000 and HK\$20,000		50,327,696	52,543,562	17,058	16,142	17,200	16,915
Annual School Fee over HK\$20,000		53,139,668	52,445,225	36,815	38,634	35,000	34,000

2017/18 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1 (HK\$)	Average of Subsidy per DSS School Note 3 (HK\$)	Median of Subsidy per DSS School Note 3 (HK\$)	Average of School Fee Charged (HK\$)		Median of School Fee Charged (HK\$)	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK\$10,000	S1 – 3: 59,349 or 57,569 S4 – 6: 72,626 or 70,447	--	--	3,882	5,372	4,280	5,700
Annual School Fee between HK\$10,000 and HK\$20,000		--	--	17,220	15,464	17,575	14,520
Annual School Fee over HK\$20,000		--	--	37,589	38,838	34,850	33,675

Note 1: The figures show the DSS unit subsidy rate for each eligible student at the commencement of the respective school years. The higher rates are 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 (i.e. recurrent DSS subsidy) is calculated on a financial year basis.

Note 3: Since the 2017-18 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 9 ^{Note 1}

2013/14 School Year

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
Annual School Fee under HK\$10,000	23,351,833	23,351,833	454,692	454,692	--
Annual School Fee between HK\$10,000 and HK\$20,000	37,123,923	32,587,897	1,280,591	1,103,215	--
Annual School Fee over HK\$20,000	48,557,557	39,206,813	8,969,496	5,033,792	--

2014/15 School Year

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
Annual School Fee under HK\$10,000	25,087,263	25,087,263	305,118	305,118	--
Annual School Fee between HK\$10,000 and HK\$20,000	43,123,585	39,077,749	1,374,835	923,200	--
Annual School Fee over HK\$20,000	57,000,005	49,623,625	6,633,702	5,531,449	--

2015/16 School Year

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
Annual School Fee under HK\$10,000	28,708,327	28,708,327	432,720	432,720	--
Annual School Fee between HK\$10,000 and HK\$20,000	48,549,394	46,086,349	1,593,939	1,175,200	--
Annual School Fee over HK\$20,000	66,150,242	53,802,608	7,159,447	6,172,571	--

Note 1: Relevant information for the 2016/17 and 2017/18 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 within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

Table 10 ^{Note 1}

2013/14 School Year

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
Annual School Fee under HK\$10,000	22,731,397	20,196,266	729,362	609,544	--
Annual School Fee between HK\$10,000 and HK\$20,000	32,161,068	29,693,297	1,309,404	1,318,558	--
Annual School Fee over HK\$20,000	46,051,058	38,476,423	6,299,616	4,697,361	--

2014/15 School Year

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
Annual School Fee under HK\$10,000	23,946,414	19,210,888	768,606	591,346	--
Annual School Fee between HK\$10,000 and HK\$20,000	34,454,328	27,740,920	1,476,684	1,413,840	--
Annual School Fee over HK\$20,000	50,205,049	41,734,020	6,749,808	5,245,316	--

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve Note 2 (HK\$)	Median of Financial Reserve Note 2 (HK\$)	Average Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Median Annual Expenditure on Fee Remission and Scholarship Note 3 (HK\$)	Average Number of Students Benefited from Scholarship Note 3
Annual School Fee under HK\$10,000	23,359,764	18,863,244	775,236	580,115	--
Annual School Fee between HK\$10,000 and HK\$20,000	36,853,006	22,643,673	1,729,328	1,691,558	--
Annual School Fee over HK\$20,000	54,438,007	46,297,927	7,253,730	5,571,254	--

Note 1: Relevant information for the 2016/17 and 2017/18 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 within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure on fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown of expenditures on fee remission and scholarship, and the number of student beneficiaries.

- End -

CONTROLLING OFFICER'S REPLY**EDB435****(Question Serial No. 5843)**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 Ingrid YEUNG)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 (2013/14 to 2017/18 school years) in the table below:

Table 1

School year	Government	Aided	DSS	ESF	Private	International

- (b) Please provide the numbers of primary schools and secondary schools which applied to join DSS in the past 5 school years (2013/14 to 2017/18 school years) in the tables below:

Table 2

Districts	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	Number of Private Secondary Schools Having Applied to Join DSS	Other Categories	Total

Table 3

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

- (c) How many complaint cases about insufficient consultation by aided schools in applying to join the DSS in the past 5 school years (2013/14 to 2017/18 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 DSS policy each year?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 94)

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 2013/14 to 2017/18 school years) are tabulated at Appendix (Table 1). Relevant information for ESF and international schools is not available as the survey did not cover these schools.
- (b) The number of primary schools and secondary schools which applied to join DSS in the past 5 school years (from the 2013/14 to 2017/18 school years) is tabulated at Appendix (Tables 2 & 3).
- (c) In the past 5 school years (from the 2013/14 to 2017/18 school years), EDB has received 1 complaint about the lack of transparency of the financial status of DSS schools and 1 complaint about insufficient consultation by aided schools in applying to join DSS.

DSS was introduced in 1991 pursuant to the recommendations of the Education Commission Report No. 3. The objectives of introducing 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.

Table 1

**Number and Percentage Distribution of Secondary 6 (S6) Graduates^{Note 1} who were
Pursuing Full-time Study of Bachelor's Degree Programmes^{Note 2}
from the 2013/14 to 2017/18 School Years**

School Year	Government		Aided ^{Note 3}		Others ^{Note 3}		All	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2013/14	1 794	47.7	15 942	36.6	2 942	47.2	20 678	38.7
2014/15	1 770	48.4	16 234	38.7	2 828	47.2	20 832	40.4
2015/16 ^{Note 4}	1 550	46.6	15 638	40.1	2 922	49.5	20 110	41.7
2016/17 ^{Note 5}	1 448	46.6	15 060	41.7	3 044	51.2	19 552	43.3
2017/18 ^{Note 6}	--	--	--	--	--	--	--	--

Note 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.

Note 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.

Note 3: Schools classified under “Others” include DSS and local private schools while data of Caput schools are included under aided schools.

Note 4: Figures of the 2015/16 school year are revised figures.

Note 5: Figures of the 2016/17 school year are provisional figures.

Note 6: Figures of the 2017/18 school year are not yet available.

Table 2

**Number of primary and secondary schools which applied to join Direct Subsidy Scheme (DSS)
from the 2013/14 to 2017/18 school years**

School Year	District	Number of Aided Primary Schools Having Applied to Join DSS Note 1	Number of Aided Secondary Schools Having Applied to Join DSS Note 1	Number of Private Primary Schools Having Applied to Join DSS Note 2	Number of Private Secondary Schools Having Applied to Join DSS Note 2	Other Categories	Total
2013/14	--	0	0	--	--	0	0
2014/15	--	0	0	--	--	0	0
2015/16	--	0	0	--	--	0	0
2016/17	--	0	0	--	--	0	0
2017/18	Wan Chai	0	1	--	--	0	1

Note 1: Schools should submit their applications to EDB by the end of February in the year prior to the planned year of admission to DSS at the latest. The above figures are the number of applications received by EDB in the respective years.

Note 2: Private schools are no longer eligible to apply for joining DSS with effect from the 2000/01 school year.

Table 3

**Number of primary and secondary schools which were approved to join Direct Subsidy Scheme (DSS)
from the 2013/14 to 2017/18 school years**

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	Number of Private Secondary Schools Approved to Join DSS	Other Categories	Total
2013/14	--	0	0	--	--	0	0
2014/15	--	0	0	--	--	0	0
2015/16	--	0	0	--	--	0	0
2016/17	--	0	0	--	--	0	0
2017/18	--	0	0	--	--	0	0

Note 1: The application received for joining DSS in the 2017/18 school year is still under processing and the result is yet to be available.

- End -

CONTROLLING OFFICER'S REPLY

EDB436

(Question Serial No. 5849)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 by the Administration 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 the 2017/18 school year, how many schools have turned the SSCSG and CLPG into regular teaching posts?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 95)

Reply:

(a) & (b) Apart from providing the Career and Life Planning Grant (CLPG) and allowing schools to opt to turn the CLPG into regular teaching posts, the Education Bureau (EDB) also provides training and support to enhance teachers' professional capacity in implementing Life Planning Education (LPE), such as organising structured training courses, thematic seminars/workshops and increasing the number of training places. The EDB also conducts school visits to better understand the implementation of LPE in related classes and activities, and provides professional advice to schools. The EDB continues to provide students with career exploration activities and work experience opportunities through the "Business-School Partnership Programme" (BSPP) to enable them to acquire an initial understanding of the workplace. In the 2016/17 school year, more than 270 organisations collaborated with the EDB in organising more than 1 500 activities under the BSPP, benefitting over 277 000

student participants. The EDB also keeps on disseminating information on further studies and career opportunities on the EDB website, and enhance public and parent education by publishing advertorials on newspapers and magazines, shooting promotional videos and mini-movies, etc. Furthermore, the EDB will continue to set up District Development Networks in different districts to strengthen the professional development of teachers and provide career exploration activities for students on a district basis. The expenditure involved is subsumed under the EDB's recurrent expenditure.

(c) As at the 2017/18 school year, about 320 public sector secondary schools have turned either or both the Senior Secondary Curriculum Support Grant and CLPG into regular teaching posts.

- End -

CONTROLLING OFFICER'S REPLY

EDB437

(Question Serial No. 5861)

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 Ingrid YEUNG)

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 Government in the past 5 years (2013/14 to 2017/18) and 2018/19; 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 Government in the past 5 years (2013/14 to 2017/18) and 2018/19?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 99)

Reply:

- (a) Throughout the years, we have been implementing various measures for improving the learning and teaching of the English Language in primary and secondary schools. The provision for the purpose totalled \$761.48 million (of which \$34.47 million was from the Language Fund (LF)) in the 2013-14 financial year, \$792.11 million (of which \$35.64 million was from the LF) in the 2014-15 financial year, \$845.08 million (of which \$33.27 million was from the LF) in the 2015-16 financial year, \$877.45 million (of which \$33.86 million was from the LF) in the 2016-17 financial year, and \$916.53 million (of which \$44.02 million was from the LF) in the 2017-18 financial year.

In the 2018-19 financial year, we will continue to improve the learning and teaching of the English Language in primary and secondary schools. The estimated expenditure in 2018-19 is \$936.34 million, of which \$41.12 million is from the LF. Details of the support measures are tabulated below:

No.	Name of project	Details
A. Grants to schools		
*#1.	Refined English Enhancement Scheme for Secondary School	To support schools to build on the foundation of English Enhancement Scheme to adjust and/or refocus the main points of the relevant items of the Scheme as appropriate to put in place their school-based fine-tuned medium of instruction arrangements.
*#2.	English Enhancement Grant Scheme for Primary Schools	To help schools develop school-based measures to strengthen and enhance the learning and teaching of the English language.
*3.	Grant Scheme on Promoting Effective English Language Learning in Primary Schools	To help schools develop school-based measures to further enhance the learning of the English Language.
^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 curriculum reform through enhancing teachers' 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 programme pursued.
3.	Professional development programmes	To conduct various professional development programmes, including those self-run or commissioned by the EDB, to help schools implement the English Language curriculum more effectively.
4.	Resource packages for teachers	To enhance teachers' professional knowledge and skills as well as to give suggestions on specific areas of learning and teaching.
D. To create a favourable 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 the EDB. In general, each eligible public sector primary school operating six or more classes (including special schools (primary section) offering a mainstream curriculum and schools for children with intellectual disabilities (primary section) offering a suitable school-based English language curriculum) is provided with a NET.

2.	The Enhanced Native-speaking English Teacher Scheme in Secondary Schools (ENET Scheme)	NETs collaborate with LETs to enhance the effectiveness of the learning and teaching of English by enriching the English language learning environment in schools and using linguistically and culturally authentic teaching materials and resources. In general, each eligible public sector secondary school (including special schools (secondary section) offering a mainstream curriculum and schools for students with intellectual disabilities (secondary section) offering a suitable school-based English language curriculum) is provided with a NET.
*3.	English Alliance	To raise students' interest in learning and using English through a series of meaningful and fun reading activities.
*4.	Sponsorship Projects	To engage community partners in organising language-related events or competitions in the community.

* Initiatives funded by the LF

** The initiative is funded out of Head 173 Student Financial Assistance Agency

The scheme has ended in 2013/14

^ The grants were suspended in the 2016/17 school year

- (b) Expenditure over the past 5 years (2013-14 to 2017-18 financial years) and the estimated expenditure for the 2018-19 financial year of the PNET Scheme and the ENET Scheme are tabulated below:

	Expenditure (\$million)					
	13-14	14-15	15-16	16-17	17-18#	18-19 (estimate)
PNET Scheme	336.3	357.0	376.4	398.8	355.6	444.5
ENET Scheme	350.6	371.2	381.6	401.0	345.0	439.1

as at 31 January 2018

- End -

CONTROLLING OFFICER'S REPLY**EDB438****(Question Serial No. 5884)**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 Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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:

Median age, mean age and wastage rate.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 100)

Reply:

The median age, mean age and wastage rate of 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 2013/14 to 2017/18 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 (%)
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	45	45	2.9	34	36	16.6
2017/18 (Estimate)	46	45	2.6	35	38	7.5

Aided Primary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	40	41	3.1	27	30	13.3
2017/18 (Estimate)	40	40	3.1	28	31	8.6

Government Secondary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	46	46	4.7	30	33	17.0
2017/18 (Estimate)	47	46	4.9	31	34	13.4

Aided Secondary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	43	43	3.4	29	30	11.9
2017/18 (Estimate)	43	43	3.7	28	30	9.8

Special Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	39	41	5.6	30	32	37.7
2017/18 (Estimate)	39	40	6.5	31	32	18.8

- End -

CONTROLLING OFFICER'S REPLY**EDB439****(Question Serial No. 5889)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the number and names of schools under the Direct Subsidy Scheme offering a non-local curriculum on top of the local curriculum for their students in the past 5 school years, as well as the number and percentage of students pursuing the non-local curriculum in each school.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 101)Reply:

Schools under the Direct Subsidy Scheme (DSS) offering both local and non-local curricula, as well as the number and percentage of students in receipt of DSS subsidies who are pursuing the non-local curriculum in these schools from the 2013/14 to 2017/18 school years are tabulated below:

Number	Name of School	No. of students pursuing the non-local curriculum and their percentage out of the total no. of students of the school ^{Note}				
		2013/14	2014/15	2015/16	2016/17	2017/18
1	St Paul's Co-educational College	54 (4%)	62 (5%)	91 (7%)	123 (10%)	119 (10%)
2	The Hong Kong Chinese Christian Churches Union Logos Academy	80 (7%)	100 (9%)	103 (9%)	116 (10%)	106 (10%)
3	Diocesan Boys' School	109 (8%)	119 (8%)	115 (8%)	114 (8%)	113 (8%)

4	Creative Secondary School	105 (16%)	116 (17%)	102 (14%)	99 (13%)	97 (14%)
5	St Paul's Convent School	137 (11%)	123 (10%)	110 (9%)	117 (10%)	126 (11%)
6	YMCA of Hong Kong Christian College	143 (17%)	135 (16%)	139 (16%)	132 (16%)	131 (16%)
7	ELCHK Lutheran Academy	---	30 (7%)	49 (10%)	59 (13%)	63 (14%)
8	St Stephen's College	---	---	45 (5%)	85 (9%)	91 (10%)
9	Po Leung Kuk Ngan Po Ling College	---	---	14 (2%)	22 (3%)	18 (2%)
10	Diocesan Girls' School	---	---	---	10 (1%)	18 (2%)
11	Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School	---	---	---	15 (2%)	32 (4%)
12	Pui Kiu College	---	---	---	---	8 (1%)

Note: As at September of that school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB440

(Question Serial No. 5892)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. The situation and projection of school-age population aged 12 who are residing in Hong Kong;
2. The situation and projection of school-age population aged 6 who are residing in Hong Kong; and
3. The situation and projection of school-age population aged 3 who are residing in Hong Kong.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 102)

Reply:

The projected school-age population aged 3, 6 and 12 who are residing in Hong Kong from the 2018/19 to 2022/23 school years are tabulated at the Annex.

Projected school-age population aged 3, 6 and 12 who are residing in Hong Kong
from the 2018/19 to 2022/23 school years

Age	2018/19	2019/20	2020/21	2021/22	2022/23
3 years old	58 100	57 000	57 100	57 800	57 000
6 years old	65 700	57 300	55 700	59 200	57 800
12 years old	54 500	55 000	63 300	65 400	67 900

Note: (1) The projections of school-age population residing in Hong Kong are compiled based on the 2016-based Population Projections released by the Census and Statistics Department in September 2017. 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.

(2) Figures are rounded to the nearest hundred.

- End -

CONTROLLING OFFICER'S REPLY

EDB441

(Question Serial No. 5894)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the government inform this Council of:

(a) the list of non-governmental organizations and/or academic institutions that receive funding from the Education Bureau (EDB) to provide academic support programmes for all students from kindergartens to secondary schools from 2014/15 to 2017/18 school years; and the details of each batch of funding including the programme, the amount of funding, period covered, target group, the total number of student attendance, and the number of non-Chinese speaking (NCS) student attendance.

(b) the list of non-governmental organizations or academic institutions that receive funding from EDB to specifically provide support programmes to NCS students in Chinese Language learning and other subjects and integration programmes for NCS children from 2014/15 to 2017/18 school years; and the details of each batch of funding including the programme, the funding amount, period covered, target group, and the number of NCS student attendance.

(c) How does EDB monitor the effectiveness of these programmes? Does EDB have a list of indicators to evaluate the programmes? If yes, please share the list of indicators for Chinese Language support programmes. If no, the reasons. How are the students' progress tracked? Does EDB provide standard assessment tools? If yes, please provide the assessment tools. If no, the reasons.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 103)

Reply:

(a)

Apart from the 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 primary students' awareness of health issues and Summer Career-related Experience Scheme to provide opportunities for students to experience the actual working environment, 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. Owing to the large amount of information involved, 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 the details, amount of funding, durations, target participants of these programmes, and the total numbers of students and NCS students participated from the 2014/15 to 2017/18 school years.

(b) and (c)

The programmes funded by EDB specifically for supporting NCS students' learning of Chinese and integration into the community from the 2014/15 to 2017/18 school years with details including the target participants, number of NCS students participating in the programmes and the amount involved are set out in the table below. As the support programmes vary in nature and target participants, evaluation and monitoring of these programmes is conducted by various means, such as observing the immediate responses of participants, conducting questionnaire surveys, meeting with service providers and requesting service providers to submit reports. EDB attaches great importance to the quality of support programmes and will continue to review the programmes to ensure they meet the needs of participants.

NGOs/ Academic institutions	Target participants	Number of students supported in the 2014/15, 2015/16, 2016/17 and 2017/18 school years	Expenditure # (\$ million)			
			2014/15 (Actual)	2015/16 (Actual)	2016/17 (Actual)	2017/18 (Estimate)
<p>The University of Hong Kong</p> <p>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</p>	NCS students in primary and secondary schools	<p>About 970 (2014/15)</p> <p>About 970 (2015/16)</p> <p>About 1 060 (2016/17)</p> <p>About 720 (2017/18)</p>	3.8	3.7	3.9	4.4
<p>(i) The Hong Kong Christian Service</p> <p>(ii) The HKSKH Lady MacLehose Centre</p> <p>To organise district-based programmes to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc.</p>	NCS children aged 3 to 9 in localities with a greater concentration of NCS students	About 400 per year	1.1	2.4	1.2	3.5
<p>Caritas - Hong Kong</p> <p>To organise the “Pilot Project on Providing Career-related Experience for NCS students in Secondary Schools”</p>	NCS students of senior secondary levels	About 600 per year	Not applicable (the programme commenced in the 2015/16 school year)	1.9	2.4	2.0

NGOs/ Academic institutions	Target participants	Number of students supported in the 2014/15, 2015/16, 2016/17 and 2017/18 school years	Expenditure # (\$ million)			
			2014/15 (Actual)	2015/16 (Actual)	2016/17 (Actual)	2017/18 (Estimate)
<p>(i) The University of Hong Kong (for kindergartens, and primary and secondary schools)</p> <p>(ii) The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University (for primary schools only)</p> <p>To organise school-level University-School Support Programmes (USP) for kindergartens, and primary and secondary schools in respect of the learning and teaching of Chinese for NCS students</p>	Kindergartens/ primary schools/ secondary schools admitting NCS students which have applied for this support programme+	The USP are provided at school level and the number of students supported is not available	11.1	8.5	15.5	4.1
<p>Hong Kong Polytechnic University</p> <p>To provide courses under the Pilot Scheme on Workplace Chinese Language Programme from the 2011/12 to 2014/15 school years to enhance NCS students' competitiveness in the workplace</p>	NCS students studying in secondary schools	About 70 (2014/15)	0.2	-	-	-

Rounded to the nearest one decimal place

+ The University-School Support Programme for secondary schools was completed in the 2014/15 school year

Notes:

In parallel, eligible schools admitting NCS students are provided with additional recurrent funding to support NCS students in learning the Chinese language. 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

EDB442

(Question Serial No. 5945)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council in tabular format, of:

- (a) The number of non-Chinese speaking (NCS) students who have participated in Primary One Admission (POA) System and the number of NCS students in K.3 in each of the school years from 2015/16 to 2017/18;
- (b) The number of NCS students who were admitted through the “Discretionary Places Admission” stage in POA in each of the school years from 2015/16 to 2017/18;
- (c) The percentage of students in (b) admitted by the eight primary schools in Appendix 3 of the “Application Form for Admission to Primary One”;
- (d) The number of NCS students who were allocated primary one place at the “Central Allocation” stage in POA in each of the school years from 2015/16 to 2017/18;
- (e) The percentage of students in (d) admitted by the eight primary schools in Appendix 3 of the “Application Form for Admission to Primary One”;
- (f) The number of NCS students who have participated in Secondary School Places Allocation System (SSPA) in each of the school years from 2014/15 to 2017/18 and their percentage among all NCS students in P.6 in those school years;
- (g) The number of NCS students who were admitted through the “Discretionary Places Admission” stage in SSPA in each of the school years from 2014/15 to 2017/18;
- (h) The number of NCS students who were allocated secondary one place at the “Central Allocation” stage in SSPA in each of the school years from 2014/15 to 2017/18;

- (i) The numbers of NCS students admitted into Primary 1 and Secondary 1 of Direct Subsidies Scheme (DSS) schools each of the years from 2014/15 to 2017/18 respectively and their respective percentages among all NCS Primary One students and all NCS Secondary One students in public schools in each of those school years.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 106)

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 local and non-local kindergartens and kindergarten-cum-child care centres) at Kindergarten 3 level is 3 075, 3 075 and 3 218 in the 2015/16, 2016/17 and 2017/18 school years respectively. The number of NCS students participating in Primary One Admission (POA) 2016 and POA 2017 (i.e. for admission to Primary 1 in the 2016/17 and 2017/18 school years) is 1 270 and 1 370 respectively. POA 2018 has not yet completed and the relevant figures are therefore not available.
- (b) & (c) The number of NCS students who were admitted through the “Discretionary Places Admission” stage in POA 2016 and POA 2017 (i.e. for admission to Primary 1 in the 2016/17 and 2017/18 school years) is 763 and 818 respectively, among which 29.5% and 24.4% were admitted to the 8 schools traditionally admitting more NCS students in the respective school years. POA 2018 has not yet completed and the relevant figures are therefore not available.
- (d) & (e) The number of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage in POA 2016 and POA 2017 (i.e. for admission to Primary 1 in the 2016/17 and 2017/18 school years) is 507 and 552 respectively, among which 28.0% and 19.0% were allocated to the 8 schools traditionally admitting more NCS students in the respective school years. POA 2018 has not yet completed and the relevant figures are therefore not available.
- (f) The number of Primary 6 NCS students participating in Secondary School Places Allocation (SSPA) 2015, SSPA 2016 and SSPA 2017 (i.e. for admission to Secondary 1 in the 2015/16, 2016/17 and 2017/18 school years) is 1 435, 1 390 and 1 458 respectively. The corresponding percentage share among all Primary 6 NCS students in public sector schools, Direct Subsidy Scheme (DSS) schools, and private schools offering the local curriculum (excluding special schools, the English Schools Foundation schools, other international schools and Private Independent Schools) is 96.6%, 94.5% and 94.3% in the respective years. SSPA 2018 has not yet completed and the relevant figures are therefore not available.
- (g) & (h) The number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Discretionary Places” stage in SSPA 2015, SSPA 2016 and SSPA 2017 (i.e. for admission to Secondary 1 in the 2015/16, 2016/17 and 2017/18 school years) is 893, 947 and 920 respectively, whereas the number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Central Allocation” stage is 542,

443 and 538 respectively. SSPA 2018 has not yet completed and the relevant figures are therefore not available.

- (i) The number of NCS students who were admitted to Primary 1 in DSS schools in the 2014/15, 2015/16, 2016/17 and 2017/18 school years is 188, 192, 177 and 161 respectively. The corresponding percentage share among all Primary 1 NCS students in public sector schools (excluding special schools) and DSS schools is 11.9%, 12.1%, 11.2% and 9.9% in the 2014/15, 2015/16, 2016/17 and 2017/18 school years respectively.

As for Secondary 1, the number of NCS students who were admitted to DSS schools in the 2014/15, 2015/16, 2016/17 and 2017/18 school years is 768, 767, 790 and 806 respectively. The corresponding percentage share among all Secondary 1 NCS students in public sector schools (excluding special schools) and DSS schools is 47.6%, 44.3%, 47.9% and 45.5% in the 2014/15, 2015/16, 2016/17 and 2017/18 school years respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB443

(Question Serial No. 5970)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

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 (NCS) 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 in each of the years from 2014/15 to 2017/18;
- (b) The number of education-related events, talks, sessions or forums which are designated for the parents of NCS students funded by the government in each of the years from 2014/15 to 2017/18;
- (c) The number NCS 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 NCS students organized by the EDB in each of the years from 2014/15 to 2017/18;
- (e) The number of NCS 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 2017/18;
- (g) The number NCS parents attending each of the types of event mentioned in (f);
- (h) The number of enquiries and complaints from NCS students and parents received by each Regional Education Office of the Education Bureau in each of the schools years

from 2014/15 to 2017/18 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years.

- (i) The number of enquiries and complaints from all students and parents on lack of school information received by each Regional Education Office of the Education Bureau in each of the school years from 2014/15 to 2017/18 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. (LegCo use): 107)

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, 2016/17 and 2017/18 school years, a total of 173, 197, 216 and 228 schools are provided with an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students respectively. The school plans and reports of their use of the above funding 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, 190 and 150 parents of NCS students participated in the programme in 2014, 2015, 2016 and 2017 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 300 parents of NCS students have participated in the parent workshops from the 2014/15 to 2017/18

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) and (i) From the 2014/15 to 2017/18 school years, EDB has not received any complaints from students or parents regarding NCS students' learning of the Chinese language, the lack of school information or the education-related programmes, seminars or workshops for parents of NCS students. Statistics on related enquiries are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB444

(Question Serial No. 6010)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

In “Hong Kong Poverty Situation Report on Ethnic Minorities 2016” released in February 2018, dropout rates of certain ethnic minority groups were provided and the report stated that these dropout rates were higher than the total population average.

Will the government inform this Council of:

- (a) The number of non-attendance NCS students in each of the grade levels from S1 to S6 from 2014/15 to 2016/17 school years;
- (b) The number of non-attendance ethnic minority students in each of the grade levels from S1 to S6 from 2014/15 to 2016/17 school years;
- (c) The number of non-attendance students in each of the grade levels from S1 to S6 from 2014/15 to 2016/17 school years;
- (d) If such data disaggregated by language and ethnicity is not available, the reasons for it;
- (e) The number of NCS students dropping out in each of the grade levels from S4 to S6 from 2014/15 to 2016/17 school years;
- (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 school years;
- (g) Details of any support, including the amount of funding spent and the names of relevant non-governmental organizations providing the support, to NCS and ethnic minority students to prevent them from dropping out;
- (h) Details of any support, including the amount of funding spent, to NCS 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. (LegCo use): 108)

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 numbers of non-attendance students at S1 to S6 levels reported from the 2014/15 to 2016/17 school years are tabulated below.

School Year Grade Level	2014/15	2015/16	2016/17
S1	570	700	557
S2	711	595	503
S3	1 484	1 095	969
S4	1 698	1 153	967
S5	1 168	758	609
S6	8	11	96

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)

Secondary school students should start making personal plans for further studies or employment before they leave school. EDB has all along been supporting secondary schools to implement Life Planning Education and to provide career guidance services. To prepare NCS students for further studies and employment, EDB has commissioned a non-governmental organisation, on a pilot basis, to organise work experience programmes for them over a three-year period as from the 2015/16 school year. The pilot project aims to enable NCS students to understand their career orientation, provide them with knowledge about different jobs, and prepare them for the workplace through relevant work experience. Practical guidelines were also developed in the project for parents, teachers and mentors to prepare NCS students for a smooth transition from school to work from different aspects.

EDB will consolidate the experience of the above pilot project so as to facilitate schools in providing enhanced support to NCS students.

Besides, EDB generally 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 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**EDB445****(Question Serial No. 6034)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the development of teaching reference materials for non-Chinese speaking (NCS) students from kindergartens to secondary schools, please provide information about supporting teaching materials (including learning modules and learning packages) in the following tables.

1. The teaching materials developed by the Education Bureau for the teaching and learning of NCS students from the 2006/07 to 2017/18 school years.

Title of teaching material	Target subject, level and content	Cooperating partners (name of institutions/ organisations/ groups, etc.)	Beneficiaries (for whom these materials are made)	Start date	Progress (under planning/ in progress/ completed with completion month and year)	Administration's follow-up to the materials and progress (if any)

2. The details of grants and funding (including but not limited to the Standing Committee on Language Education and Research (SCOLAR), University Grants Committee (UGC) and Quality Education Fund, etc.) on developing teaching materials or studying effective teaching methods for NCS students from the 2006/07 to 2017/18 school years.

Title of teaching material/ study	Target subject and content	Funding source	Principal developer/ investigator (including the name of its affiliates)	Beneficiaries (for whom these materials are made)	Start date	Progress (under planning/in progress/ completed (completion month and year))	Administration's follow-up to the materials and the progress (if any)

3. For the completed teaching materials and studies in the above tables, have they been made public? If yes, through what channels? If no, why?

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 109)

Reply:

1. Teaching materials developed by the Education Bureau (EDB) for the teaching and learning of non-Chinese speaking (NCS) students from the 2013/14 to 2017/18 school years are as follows:

Title of teaching materials	Target subject, level and content	Cooperating partners (name of institutions/organisations/groups, etc.)	Beneficiaries (for whom the materials are made)	Start date	Progress (planning/ in progress/ completed (with month and year of completion))	Administration's follow-up to the teaching materials and the progress (if any)
Learning materials and teaching reference materials (including series on teaching with picture books, writing, Chinese festivals, etc.)	NCS students in primary and secondary schools (Chinese Language)	Language and curriculum experts, school teachers	NCS students in primary and secondary schools	2014/15 school year	In progress	Jointly developed by the EDB and language and curriculum experts, the materials have been uploaded onto the EDB webpage by phases. Feedbacks are collected from teachers on an on-going basis to refine the materials.
Learning and teaching resources for NCS students with intellectual disabilities	NCS students with intellectual disabilities in special schools (Chinese Language)	Special school teachers	NCS students with intellectual disabilities in special schools	2015/16 school year	In progress	At present, preparation is under way to compile and consolidate the learning materials developed under the school-based professional support services over the past 2 years in order to develop learning and teaching resources.

2. Details of grants and funding provided for developing teaching materials or studying effective teaching methods for NCS students from the 2013/14 to 2017/18 school years are as follows:

Title of teaching materials/ study	Target subject and content	Funding source	Principal developer/ investigator (including name of its affiliates)	Beneficiaries (for whom the materials are made)	Start date	Progress (planning/ in progress/ completed (with month and year of completion))	Administration's follow-up to the teaching materials and the progress (if any)
Interactive Learning Chinese with News for NCS Students	To develop a mobile application with Chinese materials covering topics in current affairs, daily life, etc.	Language Fund	Open Knowledge Association Limited	i. NCS students at upper primary and junior secondary levels in Hong Kong ii. Practitioners who are teaching the Chinese language to NCS students in Hong Kong iii. NCS parents	September 2016	Completed (November 2017)	By requiring developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.
Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages	To compile a Chinese cultural reader for non-Chinese speakers who endeavour to enhance their Chinese proficiency. The reader could be used for classroom teaching as well as after-class leisure reading.	Language Fund	The Education University of Hong Kong	NCS students currently studying at upper primary and junior secondary levels in Hong Kong	September 2016	Completed (September 2017)	
Construction of an Interlanguage Corpus for Non-Chinese Speaking Students in Hong Kong	To develop an interlanguage corpus for non-Chinese speaking students learning Chinese in Hong Kong	Language Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Academic personnel working on the Chinese language learning of non-Chinese speakers, frontline teachers, teaching material writers and NCS students learning the Chinese language	November 2016	In progress	
Content and Language Integrated Learning (CLIL) for South Asian Students: Building Teacher Capacity to Cater for Learner Diversity	Secondary school students (a multi-media teaching resource package)	Quality Education Fund	Division of English Language Education, Faculty of Education, The University of Hong Kong	Secondary school students	February 2014	Completed (September 2015)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.
Development of Chinese Language	Kindergarten pupils	Quality Education	Centre for Advancement	Kindergarten pupils	June 2014	Completed (May 2017)	

Learning Progression Framework for Non-Chinese Speaking (NCS) Children in Kindergartens in Hong Kong	(resources for assessing teaching and learning)	Fund	of Chinese Language Education and Research (CACLER), Faculty of Education, The University of Hong Kong				
Project 'ME' (Minorities Empowered)	Primary school students (teaching materials and lesson plans)	Quality Education Fund	The Society of Rehabilitation and Crime Prevention Hong Kong	Primary school students	September 2014	Completed (July 2016)	
The Improvement of Our School Based Booklets for Supporting Students' Diversified Needs	Primary school students (school-based learning and teaching resources)	Quality Education Fund	Lung Kong World Federation School Limited Lau Tak Yung Memorial Primary School	Primary school students	September 2014	Completed (August 2015)	
Integration and Unity: A mutual development course for non-Chinese and Chinese students	Secondary school students (teaching materials for inclusive lessons)	Quality Education Fund	Delia Memorial School (Glee Path)	Secondary school students	October 2014	Completed (August 2017)	
Pilot Scheme for enhancing Chinese learning for the minority groups in Hong Kong	Primary school students (learning and teaching resources)	Quality Education Fund	The Graduate Association of Colleges of Education Limited	Primary school students	December 2014	Completed (November 2015)	
Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)	Secondary school students (school-based e-curriculum and related resources)	Quality Education Fund	Delia Memorial School (Broadway)	Secondary school students	January 2015	Completed (December 2015)	
Catering Learning Diversity – Develop school based curriculum and different level worksheet	Secondary school students (learning and teaching resources in Mathematics, including lesson plans and worksheets)	Quality Education Fund	The Hong Kong Taoist Association The Yuen Yuen Institute No.3 Secondary School	Secondary school students	March 2015	Completed (September 2016)	
Effective Learning	Primary school students (e-learning)	Quality Education Fund	Lok Sin Tong Leung Wong Wai Fong Memorial	Primary school students	April 2015	Completed (September 2016)	

	platform and teaching resource packages)		School				
Fun with Chinese: Enhancing language development for South Asian ethnic minorities	Kindergarten pupils (learning and teaching resources, bilingual story books and a glossary)	Quality Education Fund	Guideposts Kindergarten 2nd Branch (Kin Sang Estate)	Kindergarten pupils	May 2015	Completed (June 2016)	
Learning Chinese through Drama for Non-Chinese-Speaking Students	Secondary school students (learning and teaching resources)	Quality Education Fund	CCC Kwei Wah Shan College	Secondary school students	June 2015	Completed (August 2016)	
“Learning from Doing” - Building Up Non-Chinese Children’s Communication and Thinking Abilities in Cantonese	Kindergarten pupils (teaching materials)	Quality Education Fund	TWGHs Ng Sheung Lan Memorial Nursery School	Kindergarten pupils	June 2015	Completed (May 2016)	
Materials and teaching designs for supporting Chinese learning for non-Chinese speaking students: “mChinese” Smartphone vocabulary e-flash cards	Secondary school students (smartphone vocabulary e-flash cards)	Quality Education Fund	Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, The University of Hong Kong	Secondary school students	June 2015	Completed (May 2017)	
Campus TV	Primary school students (learning and teaching resources)	Quality Education Fund	Sir Ellis Kadoorie (Sookunpo) Primary School	Primary school students	July 2015	Completed (June 2016)	
Virtual Campus TV	Secondary school students (learning and teaching resources)	Quality Education Fund	Islamic Kasim Tuet Memorial College	Secondary school students	August 2015	Completed (July 2016)	
Through home-school cooperation helping non-Chinese speaking children integrate into campus life and learning	Kindergarten pupils (learning and teaching resources)	Quality Education Fund	Hong Kong Young Women's Christian Association Athena Kindergarten	Kindergarten pupils	September 2015	Completed (December 2016)	
Making integration through Art	Primary school students (learning and	Quality Education Fund	Tsing Yi Trade Association Primary School	Primary school students	October 2015	Completed (July 2016)	

	teaching resources on arts and culture)						
“Divergent Blue Planet” South-Asian Moral & Civic Education Teaching Kit (Activity Version)	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	TWGHs Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	October 2015	Completed (January 2017)	
E-learning project for NCS students to improve listening and speaking skills	Primary school students (school-based electronic learning and teaching resources and e-learning platform)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	December 2015	Completed (November 2016)	
Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)	Secondary school students (school-based e-curriculum of Chinese Language)	Quality Education Fund	Delia Memorial School (Broadway)	Secondary school students	February 2016	Completed (January 2017)	
NCS students’ interdisciplinary Chinese drama class	Primary school students (drama class materials)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	April 2016	Completed (July 2017)	
Po Kok Primary School TV Campus	Primary school students (learning and teaching resources)	Quality Education Fund	Po Kok Primary School	Primary school students	May 2016	Completed (June 2016)	
Transition from Kindergarten to Primary 1 Chinese Learning Scheme	Primary school students (learning and teaching resource packages)	Quality Education Fund	Tung Tak School	Primary school students	May 2016	Completed (April 2017)	
An integrated Chinese-learning programme for Junior South Asian students in HK	Primary school students (a school-based Chinese reading training package and an e-learning platform)	Quality Education Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Primary school students	June 2016	In progress	

Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese, social integration and social participation	Primary school students (learning and teaching resource packages)	Quality Education Fund	Department of Rehabilitation Sciences, The Hong Kong Polytechnic University	Primary school students	September 2016	In progress	
“Divergent Blue Planet” South-Asian Moral & Civic Education Teaching Kit (Activity Version)-Continue	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	TWGHs Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	February 2017	In progress	
Multiple intelligence development - Coding and Robot Curriculum	Primary school students (learning and teaching resources on coding and robotics programmes)	Quality Education Fund	Man Kiu Association Primary School	Primary school students	June 2017	In progress	
The Rise of Madrasah Education in Hong Kong: Exploring the Change of Learning under Integrated Education for Muslim Minorities	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The Education University of Hong Kong	Not applicable	December 2013	Completed (May 2016)	Not applicable
Representation of ethnic and religious minorities in school textbooks: Aligning multiculturalism and Liberal Studies	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	December 2013	Completed (December 2015)	
Second Language(s) Learning Motivation and Identity Construction of Ethnic Minority Students in Hong Kong: A Multi-level Investigation	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The Chinese University of Hong Kong	Not applicable	January 2014	Completed (August 2016)	
Using genre-based approach to	Please visit the Research Grants	The Research Grants	The University of Hong Kong	Not applicable	July 2015	Completed (June 2016)	

enhance Chinese written composition performance by ethnic minority students	Council webpage for project details	Council					
The role of orthographic knowledge in Chinese character learning amongst Hong Kong ethnic minority students	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	September 2015	In progress	
Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese students in Primary Schools	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	January 2016	In progress	

3. We inform the public of the above completed teaching materials and studies through various channels, such as uploading the materials to the webpages of the EDB or relevant organisations, conducting briefing sessions and distributing the materials directly to schools or relevant organisations.

- End -

CONTROLLING OFFICER'S REPLY**EDB446****(Question Serial No. 6121)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the staffing establishment for special schools, please provide:

(a) the number of students, class size and number of social workers for each special school in the table below;

School (No names required)	Type of special school	Number of students	Class size	Number of social workers on the establishment
School 1				
School 2				
School 3				

(b) the current expenditure on special school social workers and the estimated expenditure in this regard for the coming year;

(c) the number of special schools provided with a post of Primary School Curriculum Leader on their establishment in the past five years (2013/14 to 2017/18); and

(d) the details and estimated expenditure for the Government to improve the establishment of school social workers in special schools as mentioned in the Budget Speech.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 112)Reply:

(a)

In accordance with the Code of Aid for special schools, special schools may employ 0.5 school social worker (SSW) for every 35 students. Where a school sponsoring body (SSB) operates 2 or more special schools, the Education Bureau (EDB) will combine the number of

students of all the schools under the same SSB when calculating the staff provision of SSW in accordance with the above-mentioned ratio, and discuss with the SSB on the arrangements regarding the allocation of SSW. In the 2017/18 school year, the EDB provides 117.5 SSW for a total of 59 special schools. While individual special schools with fewer than 70 students are supposed to be provided with only 0.5 SSW, the above calculation allows each of these 59 special schools to have at least 1 SSW on the staff establishment in actual operation. Furthermore, the Hospital School is not staffed with SSW as the specialist service is provided by the hospitals concerned. A special school will be fully mainstreamed in the 2018/19 school year and there are special arrangements for its teaching and non-teaching staff.

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 particular schools. In the 2017/18 school year, the number of SSW provided by type of special schools is set out below:

Type of Special School	Class Size (student per class)	Number of School Social Workers in School
School for Children with Visual Impairment ^(Note1)	10/12/15 ^(Note 1 and 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 3.5
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 to 1.5

Notes:

1. The schools for children with visual impairment (VI) include one school for children with visual impairment (VI school) and one school for children with VI cum intellectual disability. The class size is 12 or 15 students per class 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 starts from Primary Two) and Secondary One concurrently since the 2014/15 school year. The improvement measures concerned will be fully implemented in 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 students per class respectively.

(b) & (d)

For the 2017/18 school year, the estimated expenditure on provision of SSW in special schools is around \$75 million. Starting from the 2018/19 school year, the EDB will enhance the provision of SSW in special schools to ensure that at least 1 SSW will be provided to each special school. Special schools with 60 or fewer approved capacity will be provided with 1 SSW, and subsequently 0.5 SSW for every 30 students. The estimated additional annual expenditure will be around \$11 million.

(c)

The number of special schools provided with a Primary School Curriculum Leader post on their establishment in the past 5 school years is tabulated below:

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 ^(Note)
Number of Schools	25	26	27	27	57

Note:

Starting from the 2017/18 school year, a Primary School Curriculum Leader post is provided to special schools operating 1 to 5 primary classes to replace the provision of the Curriculum Leadership Grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB447

(Question Serial No. 6135)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that “to cater for students with care needs, the Government will increase the nursing support of schools for children with intellectual disability, schools for children with physical disability and schools for children with visual impairment cum intellectual disability. Nurses will also be provided for schools for children with visual impairment as well as schools for children with hearing impairment. The additional annual expenditure is expected to be around \$26 million.”

Please advise this Committee of the details and the breakdown of the estimated expenditure.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 113)

Reply:

Starting from the 2018/19 school year, the Education Bureau will provide an additional school nurse to schools for children with intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability. In addition, the school nurse provision will be expanded to cover the school for children with visual impairment and the school for children with hearing impairment, so that these schools will each have a school nurse to strengthen their support for students with care needs. It is expected that the above will involve an additional provision of 51 school nurses and an estimated additional annual expenditure of around \$26 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB448

(Question Serial No. 6146)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-profit-making Kindergarten Rent Reimbursement Scheme, please provide the following information for the schools years from 2013/14 to 2017/18:

- (a) the number of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme every year, and 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 number of kindergartens that have received full and 50% reimbursement of rent under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the respective total amount of subsidy;
- (c) the highest, lowest, median and average rent subsidy received by kindergartens under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the highest, lowest, average and median rent subsidy received by the kindergartens granted with 50% reimbursement of rent; and
- (d) the estimated expenditure of the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2017 school year, given the implementation of the Free Quality Kindergarten Education Scheme.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 114)

Reply:

The number of applications and approval granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement under the Non-profit-making Kindergartens Rent Reimbursement Scheme (RRS) from the 2013/14 to 2016/17 school years/for rental subsidy (Note) under the new KG education scheme (KG Scheme) in the 2017/18 school

year, and their respective percentage share among local KGs and KGs under Pre-primary Education Voucher Scheme (PEVS)/KG Scheme are tabulated below:

(a)

School year	2013/14	2014/15	2015/16	2016/17	2017/18*
Number of local KGs	869	874	872	876	881
Number of KGs joining PEVS/KG Scheme	724	724	732	745	748
Number of applications	8	7	5	5	418#
Percentage share among local KGs	0.9%	0.8%	0.6%	0.6%	47.4%
Percentage share among KGs joining PEVS/KG Scheme	1.1%	1.0%	0.7%	0.7%	55.9%
No. of approval granted	2	3	3	4	415^
Percentage share among local KGs	0.2%	0.3%	0.3%	0.5%	47.1%
Percentage share among KGs joining PEVS/KG Scheme	0.3%	0.4%	0.4%	0.5%	55.5%

* position as at February 2018

including 3 applications that are still under processing

^ 139 former aided child care centres continue to be eligible for full rental subsidy and re-application is not required. Together with the 415 KGs that have been granted approval, a total of 554 KGs receive rental subsidy under the KG Scheme, which account for 62.9% of local KGs or 74.1% of KGs joining the KG Scheme.

(b) The respective number of KGs that received full and 50% reimbursement of rent under RRS, and the respective total amount of subsidy disbursed to these KGs in the 2013-14, 2014-15, 2015-16 and 2016-17 financial years are tabulated below. The information for 2017-18 is not yet available.

Financial Year	No. of KGs in receipt of rent reimbursement		Total amount of rent reimbursed (\$)	
	Full	50%	Full	50%
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
2016-17	389	2	214,901,608	454,152

(c) The respective highest, lowest, median and average rental subsidy provided to KGs in receipt of full and 50% reimbursement of rent in the 2013-14, 2014-15, 2015-16 and 2016-17 financial years are tabulated below. The information for 2017-18 is not yet available.

Financial Year	Rent Reimbursement (\$)							
	Highest Rent		Lowest Rent		Median Rent		Average Rent	
	Full	50%	Full	50%	Full	50%	Full	50%
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
2016-17	4,896,000	246,000	37,476	208,152	465,000	227,076	552,446	227,076

- (d) The revised estimated expenditure on rental subsidy for NPM KGs in 2017-18 is \$297 million.

Note: Prior to the implementation of the KG Scheme in the 2017/18 school year, eligible KGs received rent reimbursement under RRS. With the launch of the KG Scheme from the 2017/18 school year, new applications for such rent reimbursement will not be accepted. For KGs joining the KG Scheme and operating in rented premises, they may receive rental subsidy to lessen their rental-related financial burden.

- End -

CONTROLLING OFFICER'S REPLY

EDB449

(Question Serial No. 4221)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2018/19 school year, the Education Bureau will enhance the current provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector ordinary primary schools, with a view to strengthening student guidance service in public sector primary schools. In this connection, please advise this Committee of the following:

- 1) What will be the expenditures incurred by the enhancement measure|?
- 2) How does the Government ensure that schools will use the resources for recruiting social workers to achieve the objective of “one school social worker for each school”?
- 3) To implement the policy of “one school social worker for each school”, will the Government specify requirements on the rank and number of social workers to be recruited by schools? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 138)

Reply:

1) to 3)

Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance

Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs, and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools' options, the details of the related expenditure are not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the Education Bureau (EDB) will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

To ensure the proper utilisation of Government resources by schools, the EDB examines the annual audited financial statements submitted by schools every year. School visits are also conducted to keep in view the implementation of Comprehensive Student Guidance Service and the use of resources in schools. In addition, we will, through circulars, guidelines, briefings and school visits, remind schools to ensure that the basic requirements as stipulated by the EDB have been met by employing at least 1 registered graduate school social worker stationed in school for achieving the target of "one school social worker for each school".

- End -

CONTROLLING OFFICER'S REPLY

EDB450

(Question Serial No. 4222)

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 Ingrid YEUNG)
Director of Bureau: Secretary for Education

Question:

Would the Secretary for Education provide this Committee the following information in tabular form:

- (1) the number of applications for the Language Fund, amount of funding, organisations and types of activities approved by the Education Bureau, details of the programmes, number of participants for the past 5 years;
- (2) the criteria for approving applications and whether EDB will review the effectiveness of the Language Fund;
- (3) the budget of the Language Fund for 2018-19;
- (4) the measures that the Language Fund will adopt to improve the situation having regard to the recommendations put forward in the Audit's Report.

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 139)

Reply:

- (1) Details of activities funded by the Language Fund are tabulated below:

Type of activities	Content	Organisation	School year*	Number of application/ application approved	Amount approved (\$ million)
1. Promotion of Chinese (including Putonghua; projects on supporting non-Chinese speaking (NCS) children in learning Chinese)	To raise students' interest in writing, reading and learning Chinese through activities relating to the Chinese language (including Putonghua).	Projects on Promotion of Chinese (including Putonghua): Applicants must be registered local organisations, statutory bodies or recognised community organisations with relevant experience and qualifications to organise Chinese promotion activities. Projects on supporting NCS children in learning Chinese: Applicants must be registered local non-profit-making organisations with relevant experience and qualifications to organise Chinese learning activities/ courses for NCS children.	2013/14	41 / 16	23.34
			2014/15		
			2015/16	30 / 10	23.44
			2016/17		
			2017/18	46 / 17	30.79
			2018/19		

2. Promotion of English (English Alliance)	To raise students' interest in learning and using English through a series of meaningful and fun reading activities.	Applicants must be registered local organisations with relevant experience and qualifications to organise English promotion activities.	2013/14	8 / 4	4.75
			2014/15	9 / 4	4.84
			2015/16	11 / 6	12.48
			2016/17		
			2017/18	11 / 8	14.29
			2018/19		
3. Sponsorship Projects	To engage community partners in organising language-related events/competitions in the community.	Applicants must be registered local organisations, statutory bodies or recognised community organisations.	2013/14	7 / 3	1.31
			2014/15	4 / 3	1.73
			2015/16	6 / 5	2.90
			2016/17	7 / 7	3.77
			2017/18	12 / 6	3.38
4. World Book Day Fest	To foster reading habits among students and promote a reading culture in Hong Kong through a series of meaningful and fun reading activities.	To engage schools, parents, members of government and non-governmental organisations and project partners in World Book Day Fest activities.	2013/14	N/A	N/A
			2014/15	1	0.72
			2015/16	1	0.72
			2016/17	1	1
			2017/18	1	1.06

* Some projects run for 2 school years.

Note: Activities organised by the Language Fund target mainly kindergarten, primary and secondary school students, teachers, parents and members of the public.

- (2) The Standing Committee on Language Education and Research (SCOLAR) regularly extends open invitations to organisations to submit proposals on organising language education-related projects. Applications will be assessed upon the following criteria, including (but not limited to) whether the objectives, contents and potential benefits of the project tie in with the SCOLAR's vision and mission of promotion of biliteracy and trilingualism; the scale and social recognition of the project; whether the preparation arrangements and publicity strategy are appropriate and practical; whether the budget is prudent and cost-effective; the background, track record together with past performance of the applicants in organising activities, etc. Generally, eligible applications will be vetted by working groups under the SCOLAR. Applications recommended will be submitted to the SCOLAR for endorsement and then the Trustee for approval. The SCOLAR Secretariat will monitor the progress and effectiveness of the project according to the agreement signed between the Trustee and the grantee.
- (3) Regarding the estimates for organising activities in the 2018/19 school year, apart from the 2-year provision for promoting Chinese and English approved in 2017/18, the remaining items are subject to further deliberation by the SCOLAR.
- (4) The SCOLAR Secretariat has taken appropriate actions to follow up and implement all the recommendations in the Director of Audit's Report No. 68 regarding the Language Fund. In this connection, it will further strengthen the management of funded projects, step up the monitoring of project progress and finance, and continue to provide comprehensive support to the SCOLAR in implementing initiatives conducive to the promotion of biliteracy and trilingualism in Hong Kong. The progress of related follow-up actions is set out in the Government Minute in response to the Report of the Public Accounts Committee No. 68 of July 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB451****(Question Serial No. 4296)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

How many Hong Kong residents pursued studies in the Mainland in each of the past 5 years? How many of them were Hong Kong permanent residents?

Early Childhood Education					
Primary School					
Secondary School					
Undergraduate					
Master					
Doctorate					

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 218)Reply:

The Government does not maintain records of the number of Hong Kong students pursuing studies in the Mainland. Nevertheless, according to information provided by the Ministry of Education, the number of Hong Kong students studying in Mainland post-secondary institutions and research institutes from 2014 to 2016 is tabulated below. We do not have information on 2013 and 2017.

Year	2014	2015	2016
Undergraduate	13 376	13 550	13 301
Master	948	938	959
Doctorate	867	844	915
Total number of students	15 191	15 332	15 175

Note: The above data are as at the end of the year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB452

(Question Serial No. 4315)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Education Bureau provide this Committee with the following information in tabular form:

- (1) the number of school premises which currently open up their facilities after school hours for use by sports associations in all the 18 districts, their opening hours, types of organisations they open to;
- (2) whether the Bureau has any plan to open up more school facilities after school hours; if yes, what are the timetable and details; if no, the reasons?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 283)

Reply:

(1) It has been the Government's policy to encourage schools to open up their facilities and hire out their premises to community organisations as a means to foster collaboration between schools and the community. At present, most schools open up their school facilities after school hours to various groups or organisations for organising different activities, including those for parent-teacher associations, alumni associations, school sponsoring bodies and non-profit making organisations, etc. To further encourage schools to open up their school facilities for sports associations to organise sports activities, the Education Bureau (EDB) and the Home Affairs Bureau (HAB) have jointly launched the Opening up School Facilities for Promotion of Sports Development Scheme (the Scheme) since the 2017/18 school year to invite public sector schools to apply. More than 130 schools have indicated willingness to open up their facilities to sports associations under the Scheme in the 2017/18 school year. A total of 22 sports associations have submitted applications for hiring school facilities and of which 17 succeeded in participating in the Scheme. Currently, about 45 squad training programmes, young athletes training programmes and district sports activities have been arranged to run in 15 schools in the 2017/18 school year. Participating schools can open up the school hall, activity room, open and/or covered playground with ball courts, sports

ground, classroom and soccer pitch for sports associations to hold sports activities during weekends, school holidays and/or weekdays after school hours. They should provide a total of at least 24 hours for each programme. They can also provide more than one facility for the sports associations to hold different programme(s) during the same time slots and/or at different time slots. Participating sports associations shall be “national sports associations”, their affiliated club members, “District Sports Associations” and sports organisations as provided by HAB.

EDB does not have the information about schools which have made their own arrangement to open up their facilities to sports associations outside the Scheme.

(2) The Government will continue to encourage schools to open up their facilities so as to strengthen collaboration between schools and the community. EDB and HAB will collect views from the participating schools, sports associations and other stakeholders to further enhance the Scheme. It is hoped that there will be more sports activities conducted with the use of school facilities. Besides, EDB will consider expanding the Scheme to schools under the Direct Subsidy Scheme in the 2018/19 school year with a view to providing a wider range of facilities for different types of sports activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB453

(Question Serial No. 4325)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Education Bureau (EDB) will, by phases in three years, provide each public sector ordinary primary and secondary school with an additional teaching post (i.e. an Assistant Primary School Master/Mistress (APSM) in primary schools or a Graduate Master/Mistress (GM) in secondary schools) to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO). In this regard, would the EDB please inform this Committee of the following:

- (1) How many public sector ordinary primary and secondary schools have already assigned a designated teacher to take up the role of SENCO?
- (2) Of the above schools, how many have arranged the workload of SENCO in accordance with the EDB's proposal of "70% of the time to perform the above duties relating to the support of students with SEN. The remaining time should be spent on classroom teaching"; and
- (3) Among schools that cannot meet the above requirements, how many can meet the EDB's requirement of "the time spent on performing the duties stipulated by SENCO should not be less than 50% of the total time"?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 300)

Reply:

(1) to (3)

In the 2017/18 school year, 244 public sector mainstream primary and secondary schools (126 primary schools and 118 secondary schools) have been provided with an additional Special Educational Needs Coordinator (SENCO). The Education Bureau (EDB) requires these schools to distribute the work of SENCOs appropriately so that they can make use of about 70% of their time to perform duties relating to the support of students with special

educational needs (SEN). The remaining time should be spent on classroom teaching. As schools are at different stages in the implementation of integrated education, and the number of students with SEN in schools and their needs for support are different, schools may make adjustment to the distribution of work for SENCOs in the light of school-based needs. However, the time SENCOs spend on performing duties relating to the support of students with SEN should not be less than 50% of the total time. The record of EDB shows that schools generally distribute the work of SENCOs in accordance with the aforementioned requirement. There are only a few schools with their SENCOs spending slightly less time than we require on duties relating to the support of students with SEN. This is mainly because the schools, having regard to their school-based context, need to cater for the handover of duties among teachers. In response, the EDB has taken follow-up actions and the schools concerned have assured us that they would make proper adjustments in the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB454

(Question Serial No. 4326)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from this academic year, the Government provides a non-means-tested annual subsidy of \$30,000 for eligible students pursuing full-time locally-accredited local and non-local self-financing undergraduate (including top-up degree) programmes offered by eligible institutions in Hong Kong. In this connection, please inform this Committee of the number of students applying for the subsidy at present. Second, the number of students applying for the subsidy is proof enough that there are insufficient undergraduate places offered by funded institutions. Would the Government advise this Committee if it plans to increase the number of undergraduate places offered by funded institutions to meet the demand of all eligible secondary six students?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 301)

Reply:

There have been views in the community that the Government should subsidise more local students who have attained the minimum entrance requirements for undergraduate admission (i.e. level 3 for Chinese Language and English Language and level 2 for Mathematics Compulsory Part and Liberal Studies) in the Hong Kong Diploma for Secondary Education (HKDSE) Examination to pursue degree education. In fact, there are currently 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 admission. Students meeting the general entrance requirements may not necessarily fulfil all the requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not be admitted to the University Grants Committee (UGC)-funded FYFD programmes through the Joint University Programmes Admission System 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).

The Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (Subsidy Scheme) aims to subsidise Secondary 6 graduates who have attained the minimum entrance requirements for undergraduate admission in the HKDSE Examination and opt for admission to undergraduate programmes offered by self-financing institutions. On the other hand, many sub-degree students have worked very hard and strived for academic excellence. To subsidise more sub-degree graduates to articulate to relevant top-up degree programmes, eligible self-financing top-up degree programmes are also covered under the Subsidy Scheme.

The Subsidy Scheme covers about 300 full-time locally-accredited self-financing local and non-local undergraduate programmes (including FYFD and top-up degree programmes) offered by 15 eligible post-secondary institutions (including 9 approved post-secondary colleges under the Post Secondary Colleges Ordinance (Cap. 320), the Open University of Hong Kong, the Technological and Higher Education Institute of Hong Kong and the School for Higher and Professional Education under the Vocational Training Council, Hong Kong Art School, Hong Kong Institute of Technology, and Savannah College of Art and Design Foundation (Hong Kong) Limited). EDB received 20 392 applications submitted by students under the Subsidy Scheme in the 2017/18 academic year. The figure includes applications from new intakes and current students pursuing relevant programmes in the 2017/18 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB455

(Question Serial No. 4329)

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 Ingrid YEUNG)

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 students (including post-secondary students, secondary students and primary students) over the past 10 years;
- (b) the details and expenditure of the School-based Educational Psychology Service in primary and secondary schools over the past 5 years;
- (c) the numbers of educational psychologists, psychiatric nurses and social workers in primary and secondary schools and the relevant staffing ratios over the past 5 years;
- (d) whether there are any measures to achieve one educational psychologist, one psychiatric nurse and one social worker for each school; if so, what are the implementation schedule and resources involved; if no, what are the reasons;
- (e) whether the Administration has implemented any measures to prevent student suicides; if so, what are the details, and the staff establishment and resources involved; over the past 10 years, what are the measures implemented and their effectiveness?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 304)

Reply:

(a)

The Education Bureau (EDB) has required primary and secondary schools to report cases of students suspected of committing suicide to keep in view the situation and provide professional support 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. The EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides. The number of the cases of students

suspected of committing suicide as reported by primary and secondary schools to the EDB in the past 5 school years is tabulated as follows:

School year	2012/13	2013/14	2014/15	2015/16	2016/17
Number	14	10	9	19	19

(b) to (d)

The School-based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools by the 2016/17 school year, with one educational psychologist (EP) serving 6 to 10 public sector schools (including both primary and secondary schools). EPs pay regular visits to schools to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention services 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 Government has further enhanced the SBEPS (Enhanced SBEPS) by progressively improving the ratio of EP to school to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs (SEN) from the 2016/17 school year. The Enhanced SBEPS has covered 80 primary and secondary schools in the 2017/18 school year as planned, and will extend to about 120 primary and secondary schools by the 2018/19 school year. The number of EPs involved in the provision of the SBEPS from the 2013/14 to 2017/18 school years is 80, 99, 114, 138 and 144 respectively.

The expenditures for the provision of the SBEPS to public sector primary and secondary schools from the 2013/14 to 2017/18 school years are tabulated below:

School year	2013/14	2014/15	2015/16	2016/17	2017/18 (Revised estimate)
Expenditure (\$ million)	72	85	103	119	156

EDB will continue to keep in view the service needs of schools as a whole and the supply and demand of EPs, in order to make plans for the arrangement of the Enhanced SBEPS in the 2019/20 school year and beyond. EDB has no plans to further increase the ratio of EP to school to 1:1 at this stage.

The Food and Health Bureau (FHB), in collaboration with EDB, Hospital Authority (HA) and the Social Welfare Department (SWD) launched the “Student Mental Health Support Scheme” in the 2016/17 and the 2017/18 school years. Under the Scheme, FHB has allocated resources to HA to recruit 4 psychiatric advanced practice nurses to provide support services for students with mental health needs in 17 participating schools through the multi-disciplinary collaboration platform. Each psychiatric nurse provides support to around 4 to 5 schools. Taking into account the priorities for the deployment of resources, the Government has no plans on 1 psychiatric nurse per school.

On the other hand, school social work service is provided by SWD through non-governmental organisations (NGOs) for secondary schools only. According to SWD, the number of school social workers from 2013-14 to 2017-18 financial years is as follows:

Financial year	2013-14	2014-15	2015-16	2016-17	2017-18 (Revised estimate)
Number of school social workers	566	564	561	561	560

SWD has, since the 2000/01 school year, implemented the policy of “one school social worker for each secondary school” by providing subventions to NGOs to offer school social work service stationed in secondary school in order to focus on supporting the youth who are in school. In 2017-18, the revised estimated expenditure on the provision of school social work service in secondary schools is around 370 million.

For primary schools, under school-based management, schools are entrusted with the responsibility, and thus are held accountable for effective use of the Student Guidance Service Grant (SGS Grant) for its intended purposes. As schools can flexibly deploy the SGS Grant to employ staff or procure services from organisations and need not provide EDB with details of their use of the SGS Grant, we do not have the data and information required. However, to ensure the proper utilisation of Government resources by schools, EDB examines the annual audited financial statements submitted by schools every year. School visits are also conducted to keep in view the implementation of Comprehensive Student Guidance Service and the use of resources in schools. Starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools’ options, details on the expenditure involved are not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

(e)

EDB has been encouraging schools to adopt the Whole School Approach directed at three levels, namely “Universal”, “Selective” and “Indicated” to promote mental health amongst students and enhance support for students with mental health needs (including students with suicidal risk). At the Universal level, EDB actively organises diversified development programmes featuring adventure-based, team-building and problem-solving training, such as the “Understanding Adolescent Project”, the “Enhanced Smart Teen Project”, and 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. Besides, EDB and the Department of Health jointly launched the Joyful@School Campaign in the 2016/17 school year which has been continued in the 2017/18 school year to enhance students' awareness and understanding of mental health and strengthen students' ability to cope with environmental changes. Schools (or in collaboration with NGOs) can submit proposals to the Quality Education Fund for funding not exceeding \$200,000 through simplified application procedures to organise activities related to the Campaign.

At the Selective level, starting from the 2007/08 school year, EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels (BAT Courses). Some modules of the BAT Courses cover mental illness (MI). From the 2017/18 school year onwards, EDB also conducts the “Professional Development Programme for Mental Health” for teachers to raise their awareness of mental health and enhance their professional knowledge and skills to identify and support students with mental health needs. In each school year, the EDB also organises seminars, workshops, experience sharing sessions, etc., on supporting students with mental health needs for primary and secondary teachers to equip more of them with the knowledge and capacity to support students with mental health needs. To cater for the needs of teachers to support students, we have developed different resources to help teachers early detect and support students with mental health needs (including students with suicidal risk), including “A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours”, webpage on Prevention of Student Suicides and the “Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness” co-developed by EDB and HA.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant covers students with MI so that schools can cater for those students' learning, social, emotional and behavioural needs. Moreover, FHB, in collaboration with EDB, HA and SWD, has launched the “Student Mental Health Support Scheme” since the 2016/17 school year to provide appropriate support services for students with mental health needs through the school-based platform.

Besides, EDB works continuously with the Curriculum Development Council to review the primary and secondary curricula in order to better cater for learning differences. EDB urges schools to coordinate the amount of homework so that students can have sufficient time to rest, play and develop their interests. EDB has all along been reviewing relevant areas in the education system in order to duly support and address the developmental and diverse needs of students, and will continue to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support schools and meet the diverse learning needs of students. Measures include the

following: 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 2 Applied Learning courses. EDB established the Task Force on Review of School Curriculum in November 2017 to review the school curriculum. The Task Force will be in operation for about 2 years to make directional recommendations to the Government on the school curriculum.

In the 2017 Policy Address, a series of measures were announced to facilitate young people to pursue multiple pathways and continuing education in accordance with their abilities and interests. These measures include making use of the Language Fund to provide a vocational English programme for senior secondary students who are interested in pursuing the Vocational and Professional Education and Training or prepared to work, so as to enhance their English proficiency and provide opportunities to them for attaining relevant recognition for further study or employment.

Regarding enhancement of family life and parent education, EDB endeavors to promote home-school co-operation and parent education. EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parental skills, as well as assisting them in early identification of their children's emotional problems and fostering positive thinking in their children. Besides, EDB launched a website called "Smart Parent Net" in early 2018 to enable parents with children from kindergarten to primary and secondary school levels to easily access useful information on supporting the physical and mental development of students, which includes the parent-child relationship, character development, parenting skills and emotional management of parents. Last year, the Government also set up a Task Force on Home-school Co-operation and Parent Education under the Education Commission to review the existing approach in promoting parent education and home-school co-operation, and based on the outcome of which, to formulate the direction and strategy for fostering home-school co-operation and promoting parent education with the objective of assisting parents to help their children learn effectively, and grow up happily and healthily.

The Chief Executive has asked the Labour and Welfare Bureau (LWB) to set up a cross-bureaux/departments (B/Ds) task force (Task Force) to review, monitor and coordinate the concerted effort of B/Ds to take forward the recommendations in the Report of the Committee on Prevention of Student Suicides, and to further discuss new measures on the prevention of youth suicides. Besides the LWB and EDB, the Task Force comprises representatives from FHB, the Home Affairs Bureau and other related departments.

- End -

CONTROLLING OFFICER'S REPLY

EDB456

(Question Serial No. 4351)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding learning disabilities, would the Government advise this Committee of the following:

- a. What is the number of students with various types of learning disabilities in the territory in the past 3 years? Please give a breakdown of the number of students by age group and type of learning disabilities as well as the percentage share in the population of the respective age groups.
- b. What support measures have the Government put in place for the students with learning disabilities in post-secondary colleges, primary schools and secondary schools so as to meet their learning needs?
- c. Has the Government implemented small class teaching to specifically cater for the needs of students with learning disabilities in primary and secondary schools? What is the teacher-to-student ratio of the small classes?
- d. Are there any support measures for the parents of students with learning disabilities in primary and secondary schools? If yes, what are the details, as well as the expenditure and manpower so involved? If not, what are the reasons?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 348)

Reply:

a.

The Education Bureau (EDB) has kept information on students with special educational needs (SEN) by grade level and SEN type but not by age group. The number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and SEN type in the past 3 years (from the 2015/16 to 2017/18 school years) is set out

in Appendix 1. The percentage share of students with SEN among the population of the respective age groups is not available.

The number of students with SEN studying in the English Schools Foundation schools, other international schools and private independent schools from the 2015/16 to 2017/18 school years is set out in Appendix 2. The relevant figures are collected in the annual Student Enrolment Survey conducted by the EDB and refer to the position as at September of the respective school years. However, as some schools did not provide the relevant information in the survey, the data concerned may not reflect the actual number of students. Besides, since these schools have their own mechanisms of classifying students with SEN which may not be comparable with those adopted in public sector schools, provision of breakdown by SEN type may be misleading. Since schools are not required to provide information on all students with SEN with breakdown by other categories, we are not able to provide the relevant figures.

The number of students studying in special schools from the 2015/16 to 2017/18 school years is set out in Appendix 3. As it is a common practice for special schools to adopt flexible groupings across grade levels and devise individual education plans to cater for the special educational needs of individual students, presenting the number of students by age level is therefore not reflecting the actual practice in special schools. Hence, the percentage share of students among the population of the respective age groups is not available.

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 2015/16 to 2017/18 academic years is set out at Appendix 4. The EDB has not kept students' information by age group.

b. to c.

To help public sector mainstream schools cater for students with SEN, on top of regular subvention, the EDB has been providing these schools with additional resources, professional support and teacher training. 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 academic low achievers, 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 severe emotional and behavioural problems despite provision of support, the EDB will consider providing the schools with the Intensive Support Grant to employ additional teaching assistants to help the students establish classroom routine. Schools are required to deploy school resources holistically and flexibly to render appropriate support services to students with SEN, including employing additional teachers and teaching assistants in order to provide small class/group learning and other support services (such as providing in-class support, and supplementary coaching after class, arranging pull-out programmes, etc.) or hiring professional services (such as speech therapy, other specialist services, training groups on social/communication/executive skills, emotion management, learning strategies, peer-mediated activities, etc.). In other words, schools will adopt corresponding teaching strategies (including but not limited to small class teaching) based on the support needs of

students with SEN. EDB does not collect such school-based information and hence we are unable to provide the information as requested.

For international schools, 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 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 EDB, 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.

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. Besides, in 2013, the Government injected \$20 million each into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to set up the Endeavour Merit Award (EMA) and the Endeavour Scholarships (ES) to give recognition to deserving post-secondary students with SEN in the pursuit of excellence in academic and other areas. Each undergraduate or sub-degree awardee of the EMA or ES would be granted \$10,000.

d.

To help parents support their children with SEN studying in public sector mainstream schools, the EDB has published and timely updated the Parent Guide on Whole School Approach to Integrated Education, Pamphlet – Early Identification and Intervention Programme for Primary One Students with Learning Difficulties and a series of pamphlets about nurturing children with different types of SEN. They have been uploaded onto the website of the Special Education Resource Centre of the EDB for public reference, providing parents with information on identifying, assessing and supporting students with different types of SEN and thus helping parents support their children with SEN. The EDB also holds meetings with parent groups to explain to parents about the policies and practices of integrated education and listen to their views. Besides, the EDB has required public sector mainstream schools to establish a systemic and regular communication mechanism to communicate and cooperate with parents, and invite parents to provide their views on the strategies for providing support to students with SEN and their effectiveness. The EDB will continue to promote home-school cooperation. The relevant expenses and manpower resources are subsumed under the overall expenditure of the EDB, a breakdown of the expenditure by item is therefore not available.

**Number of students with special educational needs (SEN) studying in public sector mainstream
primary and secondary schools by grade level and SEN type
from the 2015/16 to 2017/18 school years** ^(Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	76	113	153	102	121	125	126	149	194	137	122	99

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	15	20	27	17	20	18	27	25	16	26	37	42

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	7	4	9	8	7	4	4	7	17	12	15	10

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	72	55	54	54	61	51	50	45	58	59	68	59

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2017/18	13	878	546	415	334	246	171	62	60	33	26	15

Notes:

1. Figures show the position as at September of the respective school years. Starting from the 2017/18 school year, the EDB provides public sector mainstream primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the above statistics were compiled, schools had not yet submitted the relevant information about those students to the EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector mainstream schools in the 2017/18 school year.
2. The numbers of Primary 1 students with SEN shown in the above tables denote the position as at September of the respective school years and will increase during the school year through early identification.

Number of students with special educational needs (SEN) studying in the English Schools Foundation (ESF) schools, other international schools, and private independent schools (PIS) from the 2015/16 to 2017/18 school years

School Year	EFS		Private Independent Schools		Other International Schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2015/16	230	435	178	277	385	175	793	887
2016/17	245	565	172	231	323	179	740	975
2017/18	439*	422*	183	234	404	284	1 026	940

- * The ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and has required all its schools to provide such figures to the EDB in the Student Enrolment Survey accordingly since the 2015/16 school year. However, in an internal review of the ESF schools' practice in compiling the number of students with SEN in September 2017, the ESF found that the practice was still inconsistent among individual schools. The ESF has verified again the information provided by each ESF school for the Student Enrolment Survey. Therefore, there is a relatively significant change in the number of students with SEN in the 2017/18 school year when compared with previous years.

Notes:

1. Figures refer to 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, the ESF and other international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

Number of students studying in special schools from the 2015/16 to 2017/18 school years ^(Notes 1 & 2)

School Year	School Type						
	Visual Impairment	Hearing Impairment	Physical Disability	Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Schools for Social Development
2015/16	125	87	915	3 049	1 879	679	600
2016/17	123	89	883	3 103	1 911	687	553
2017/18	112	84	887	3 154	1 992	699	594

Notes:

1. Figures refer to 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.

Number of students with special educational needs (SEN)^(Note 1) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2015/16 to 2017/18 academic years

2015/16 School 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)	Not available	0	0	Not available	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 & Language Impairment	0	25	25	5	6	11
Other ^(Note 3)	6	100	106	123	42	165
Total	9	538	547	339	160	499

2016/17 School Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC-funded	Total	UGC-funded	Non-UGC-funded	Total
Specific Learning Difficulties	1	228	229	30	32	62
Intellectual Disability ^(Note 2)	Not available	0	0	Not available	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 & Language Impairment	0	44	44	8	4	12
Other ^(Note³)	9	108	117	129	58	187
Total	13	669	682	367	189	556

2017/18 School Year	Sub-degree			Undergraduate		
	UGC-funded (Note 4)	Non-UGC- funded	Total	UGC-funded	Non-UGC- funded	Total
Specific Learning Difficulties	2	302	304	39	33	72
Intellectual Disability ^(Note 2)	Not available	0	0	Not available	0	0
Autism Spectrum Disorders	0	88	88	29	15	44
Attention Deficit/Hyperactivity Disorder	0	110	110	40	35	75
Physical Disability	1	46	47	50	21	71
Visual Impairment	0	28	28	37	18	55
Hearing Impairment	1	80	81	86	32	118
Speech & Language Impairment	12	159	171	167	70	237
Others ^(Note³)	12	159	171	167	70	237
Total	16	852	868	460	237	697

Notes:

1. The number of students with SEN is based on the information as declared by students of individual institutions.
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. Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB457

(Question Serial No. 4352)

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 Ingrid YEUNG)

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 2018-19 Estimates for supporting schools to cater for students with learning difficulties; if yes, of the respective amounts; if no, of 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.

Reply:

(a) to (d)

To help public sector mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources on top of the regular subvention, including the Learning Support Grant (LSG). Provision 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 submit applications for the LSG. To further enhance the support for students with SEN in public sector mainstream schools, the 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 2017/18 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,986 and \$27,972 respectively and the basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support has also been raised to \$167,832. The ceiling of the LSG is \$1,613,705 per school per annum. Starting from the 2017/18 school year, the LSG covers students with mental illness, with a view to providing schools with additional resources to better cater for the learning, social, emotional and behavioural needs of these students. 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 academic low 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 school-based speech therapy services), etc. Since the context of each school 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, the EDB also provides schools with professional support and teacher training to help them cater for their students with SEN. Starting from the 2017/18 school year, by phases in 3 years, each public sector mainstream primary or secondary school will be provided with an additional graduate post in the teaching staff establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator to support integrated education. The total expenditure for supporting public sector mainstream primary and secondary schools in catering for students with SEN for the 2015/16 and 2016/17 school years was \$1,310 million and \$1,392 million respectively, whereas the estimated expenditure for the 2017/18 and 2018/19 school years is \$1,667 million and \$1,958 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. The 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 onto their school websites. Besides, the 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 EDB reviews on an on-going basis the effective use of resources by schools to support students with SEN under an established accountability and monitoring mechanism.

(e) to (g)

Starting from the 2007/08 school year, the EDB has been providing serving teachers with structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels (BAT Courses). 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 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 6 to 9 teachers will have completed the Advanced Course; and
- (iii) at least 6 to 9 teachers will have completed the Thematic Courses (with at least 1 teacher completing the course(s) under each category as far as possible).

The expenditure on the BAT Courses from the 2015/16 to 2017/18 school years is as follows:

Course	Expenditure (\$ million)		
	2015/16 (Actual)	2016/17 (Actual)	2017/18 (Revised Estimate)
Basic	8.3	10.4	10.2
Advanced	12.6	16.3	15.0
Thematic	24.2	25.3	27.9
Total	45.1	52.0	53.1

We will continue to monitor the progress of teacher training in catering for students with SEN in mainstream schools and regularly review the BAT Courses to ensure that appropriate training are provided for teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB458

(Question Serial No. 5950)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Currently, the Education Bureau (EDB) provides all mainstream primary and secondary schools with the Learning Support Grant (LSG), which is disbursed with reference to the 3- Tier Intervention Model, i.e. the level of support that students need. The LSG covers students with mental illness starting from the 2017/18 school year. Please advise this Committee of the following:

- (a) in the form of a table, the number of student beneficiaries in primary and secondary schools in the 2017/18 school year, with a breakdown by mental illness, grade level and district;
- (b) the use and breakdown of LSG;
- (c) the per capita amount of LSG for student beneficiaries;
- (d) the number of primary and secondary schools in receipt of the LSG for supporting students with mental illness; and
- (e) How effective is the new initiative? What assessment indicators are adopted by the EDB? When will a review be conducted?

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 4)

Reply:

(a) to (e)

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, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, EDB has extended the coverage of LSG which also covers students with mental illness (MI) so that schools will have

additional resources to enhance their support to cater for those students' learning, social, emotional and behavioural needs. LSG is calculated on the basis of the number of students with SEN and the tier of support the students required. In the 2017/18 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,986 and \$27,972 respectively and the basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support has also been raised to \$167,832. The ceiling of the grant is \$1,613,705 for each school per annum. Based on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy LSG and other school resources flexibly and holistically to render appropriate support services for students with SEN according to individual conditions and needs. Schools can employ additional staff (e.g. teaching assistants) to assist teachers in designing learning activities and materials as well as supporting students in classroom learning activities, hire professional support or guidance services (e.g. provide behavioural or emotional guidance at school), implement school-based teacher training, etc.

As at the date when the statistics of the number of students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about those students to EDB. Hence, EDB is unable to provide the number of students with MI and the number of primary and secondary schools in receipt of LSG in the 2017/18 school year.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies, measures and deployment of resources (including the support for students with SEN), through self-evaluation every year, which is validated through External School Review by EDB. When using Government subventions (including LSG), all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. EDB's professional staff will review the support provided by schools to students with SEN and offer professional opinions whenever necessary in school visits in order to ensure that the support services can cater for the needs of students with SEN (including students with MI) and schools adopt this direction in the aspects of planning, execution and review.

- End -

CONTROLLING OFFICER'S REPLY

EDB459

(Question Serial No. 5951)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has improved the School-based Educational Psychology Service (SBEPS) 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 and effectiveness of the relevant measure:

(a) In the form of a table, the number, remuneration, per capita expenditure and total expenditure of educational psychologists, as well as the number of schools and persons each educational psychologist serves and the duration of service in the past 5 school years prior to the implementation of the new measures;

(b) The number of additional educational psychologists employed and the total number, remuneration, per capita expenditure and total expenditure of educational psychologists per year as well as the number of schools and persons each educational psychologist serves and the duration of service since the implementation of the new measure;

(c) The yearly change in the ratio of educational psychologist to school since the implementation of the new measure;

(d) Has the effectiveness of the SBEPS for primary and secondary schools been improved because of the new measure? If yes, what are the details? Please list the effectiveness indicators, position or data of primary and secondary schools separately. If not, what are the reasons?

(e) What is the anticipated time for achieving the ratio of 1:4? Will the Administration review the new measure to further improve the ratio? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 13)

Reply:

(a) to (c) and (e)

The School-based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools from the 2016/17 school year, and has been enhanced 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. In the 2016/17 and 2017/18 school years, the number of primary and secondary schools receiving the Enhanced SBEPS is 30 and 80 respectively, and will extend to about 120 primary and secondary schools in the 2018/19 school year. The EDB will continue to keep in view the service needs of schools, and the supply and demand of EPs, in order to make plans for the arrangement of the Enhanced SBEPS in the 2019/20 school year and beyond.

The number of EPs providing the SBEPS from the 2011/12 to 2015/16 school years is 52, 68, 80, 99 and 114 respectively. In the 2016/17 and 2017/18 school years, the number of EPs is 138 and 144 respectively, which include 4 additional EP posts created in the 2016/17 school year and another 6 additional EP posts created in the 2017/18 school year for the Enhanced SBEPS. The existing salary scale of an EP is \$67,270 to \$101,070 per month.

The total expenditures involved in the provision of the SBEPS in public sector primary and secondary schools from the 2011/12 to 2017/18 school years are set out in the following table:

School year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18 (Revised estimate)
Expenditure (\$ million)	42	56	72	85	103	119	156

1 EP serves 6 to 10 public sector schools (including both primary and secondary schools) and pays an average of about 20 days of visits to each school in a school year. For schools receiving the Enhanced SBEPS, about 30 days of visits on average was paid to each school.

The SBEPS adopts a comprehensive and integrated service model that aims at enhancing schools' professional capacity to cater for students' diverse educational needs. The support rendered to schools by EPs encompasses the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention service 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 appropriately and comprehensively the actual service provided under the SBEPS and can be misleading.

(d)

A quality assurance mechanism has been put in place to evaluate service effectiveness and to ensure service quality. Under the mechanism, the EDB conducts an annual review through a questionnaire survey among participating schools and EPs at the end of a school year to gauge feedback from different stakeholders. The EDB also conducts school visits to review deliverables (including the work plans and progress reports submitted by EPs) and to hold meetings with EPs and school personnel to advise on issues related to the implementation of the SBEPS. In addition, the EDB holds regular meetings with the school sponsoring bodies providing the service to review service planning and coordination. Views given by different stakeholders indicated that the SBEPS was able to meet the needs of schools and the satisfaction level among schools receiving the Enhanced SBEPS had also risen.

- End -

CONTROLLING OFFICER'S REPLY

EDB460

(Question Serial No. 5952)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Government will provide additional teaching posts to public sector primary, secondary and special schools under the initiative of enhancing the teacher-to-class ratio by 0.1 across-the-board. Would the Administration please provide the following information:

- (a) From the 2013/14 to 2017/18 school year, what are the respective numbers of Certificated Masters/Mistresses (CMs) and Graduate Masters/Mistresses (GMs) on contracts and within the establishment in mainstream primary and secondary schools as well as special schools?
- (b) Upon implementation of the new initiative, what are the respective numbers of additional CMs and GMs on contracts and within the establishment in mainstream primary and secondary schools as well as special schools? What is the breakdown of expenditure involved (including the average and total remuneration of teachers, administrative expenditure, etc.)?
- (c) In the past 5 years, what are the cumulative numbers of permitted teachers and registered teachers in mainstream primary and secondary schools as well as special schools?

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 14)

Reply:

- (a) The posts in the approved teaching staff establishment of public sector schools are regular teaching 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,

secondary and special schools for the school years from 2013/14 to 2017/18 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*
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	8 520	9 240	10	1 800
2017/18 (Estimate)	9 230	9 880	10	1 730

* 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*
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	16 680	3 060	760	1 580
2017/18 (Estimate)	16 900	3 170	580	1 330

* Numbers are rounded to the nearest 10.

Special Schools

School Year	Regular Teachers		Contract Teachers	
	Number of Graduate Teachers*	Number of Non-graduate Teachers*	Number of Graduate Teachers*	Number of Non-graduate Teachers*
2013/14	790	780	10	180
2014/15	810	800	10	240
2015/16	840	780	10	260
2016/17	860	780	10	290
2017/18 (Estimate)	940	860	10	230

* Numbers are rounded to the nearest 10.

- (b) Starting from the 2017/18 school year, the teacher-to-class (T/C) ratio for public sector secondary and primary schools (including special schools) has been increased by 0.1 across-the-board to provide additional teaching staff for schools to take forward various education initiatives and enhance the quality of education. The respective additional full year costs are estimated to be around \$700 million and \$800 million. In the 2017/18 school year, this initiative has brought about an increase of around 1 000 and 1 200 additional regular teaching posts in public sector secondary schools (including special schools) and public sector primary schools (including special schools) respectively. All the additional teaching posts created are regular teaching posts within the approved teaching staff establishment. To provide a stable teaching force, schools are required to fill the newly created teaching posts substantively by surplus teachers of their schools, existing contract teachers or other suitable candidates subject to consideration of their merit and suitability for the posts.

Apart from the increase in the T/C ratio, the number of regular teaching posts provided to public sector schools every year may be adjusted according to the number of classes approved and additional regular teaching posts provided under various initiatives, etc. In addition, the number of regular teaching post vacancies changes according to the turnover of teaching manpower as a result of, for example, retirement or resignation. In general, schools will make appropriate manpower deployment based on the total number of regular teaching posts available. As there is no genuine need for them to differentiate the source of manpower supply for each filled regular teaching post vacancy, the Education Bureau (EDB) has not collected the relevant statistics, and we are unable to provide the related number of additional teachers appointed due to the increase in T/C ratio by 0.1 and the amount of expenditure involved.

- (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, EDB has not compiled the related statistics in the past years. EDB compiled the relevant numbers for the 2016/17 school year in response to the questions raised by Members last year. The numbers of registered teachers and permitted teachers in public sector primary, secondary and special schools for that school year and the 2017/18 school year are set out in the table below:

School Year	Primary Schools (Government and Aided)		Secondary Schools (Government, Aided and Caput)		Special Schools	
	Number of Registered Teachers*	Number of Permitted Teachers*	Number of Registered Teachers*	Number of Permitted Teachers*	Number of Registered Teachers*	Number of Permitted Teachers*
2016/17	19 230	560	21 100	1 120	1 660	30
2017/18 (Estimate)	20 480	650	21 050	1 100	1 810	30

* Numbers are rounded to the nearest 10.

Notes:

1. The figures have not included those teachers whose registration applications are being processed by EDB.
2. Not every government school teacher has 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).
3. The above figures do not include contract teachers who were employed by special schools using cash grants or other funding.

- End -

CONTROLLING OFFICER'S REPLY

EDB461

(Question Serial No. 5957)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please provide the amount of Learning Support Grant clawed back from mainstream primary and secondary schools and the number of schools involved from 2012/13 to 2017/18 school years, with a tabulated breakdown by district.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 28)

Reply:

We encourage public sector mainstream schools 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 (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 (applicable to aided and caput schools) or financial year (applicable to government schools), the excess surplus will be clawed back.

Based on the audited information as at March 2018, the amount of LSG clawed back and the number of schools involved at the end of the 2012/13, 2013/14, 2014/15 and 2015/16 school years (aided and caput schools)/2012-13, 2013-14, 2014-15 and 2015-16 financial years (government schools) are tabulated below. As the amount of LSG clawed back does not have any relationship with the district where the schools locate, we have not compiled such figures.

School year (aided and caput schools)/Financial year (government schools)	Amount of LSG clawed back (\$ million)	Number of schools	
		primary schools	secondary schools
2012/13 school year/ 2012-13 financial year	5.9	36	104
2013/14 school year/ 2013-14 financial year	3.5	36	63
2014/15 school year/ 2014-15 financial year	3.9	20	66
2015/16 school year/ 2015-16 financial year	1.4	8	25

Note: 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.

As the amount to be clawed back from aided and caput schools for the 2016/17 school year will be confirmed only after the schools' submission of audited accounts by end of February 2018 and verification by the Education Bureau, we are unable to provide the claw-back information for the 2016/17 school year and beyond.

We have been monitoring the utilisation of LSG by schools and the surplus situation of LSG in schools has been improved in recent years. 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 supporting students with SEN, organising experience sharing activities among schools, and issuing reminders to individual schools concerned for making improvement should undesirable situation be detected.

- End -

CONTROLLING OFFICER'S REPLY

EDB462

(Question Serial No. 6017)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking (NCS) students to be admitted in post-secondary programmes, please provide the following information:

- (1) The respective number of local NCS candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) examinations, meeting the general entrance requirements of the University Grants Committee (UGC) First-Year-First-Degree programmes, applied for enrolment, and admitted through JUPAS and non-JUPAS from the 2014/15 to 2017/18 academic years;
- (2) The respective number of local ethnic minority candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) examinations, meeting the general entrance requirements of the University Grants Committee (UGC) First-Year-First-Degree programmes, applied for enrolment, and admitted through JUPAS and non-JUPAS from the 2014/15 to 2017/18 academic years;
- (3) The respective number of local NCS students who sat for GCE (A-Level) Chinese, GCE (AS Level) Chinese, GCSE Chinese and IGCSE Chinese for the first time, the grades obtained and the number of students in each grade as well as the subsidy involved from the 2014/15 to 2017/18 academic years;
- (4) The respective number of local ethnic minority students who sat for GCE (A-Level) Chinese, GCE (AS Level) Chinese, GCSE Chinese and IGCSE Chinese for the first time, the grades obtained and the number of students in each grade as well as the subsidy involved from the 2014/15 to 2017/18 academic years;
- (5) The estimated number of the NCS students who would benefit from the Government's measure of paying the examination fees for candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 130)

Reply:

- (1) & (2) In the 2014/15, 2015/16 and 2016/17 school years, the number of non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) attending Secondary (S) 6 in public sector and Direct Subsidy Scheme (DSS) schools offering the local curriculum and sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination were 821, 1 035 and 1 062 respectively. The information for the 2017/18 HKDSE Examination is not yet available.

According to the statistics provided by the University Grants Committee (UGC)-funded universities, the number of local NCS students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) who had met the general entrance requirements of the UGC-funded First-Year-First-Degree (FYFD) programmes and were admitted through the Joint University Programmes Admissions System (JUPAS) in the 2014/15, 2015/16, 2016/17 and 2017/18 academic years were 104, 100, 125 and 162 (figure for the 2017/18 academic year is provisional) respectively, while the number of local NCS students who were admitted to UGC-funded FYFD programmes through non-JUPAS route were 103, 106, 100 and 125 (figure for the 2017/18 academic year is provisional) respectively. A breakdown by ethnic minority students is not available.

- (3) & (4) Eligible S4 to S6 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 HKDSE Examination. Starting from 2013, the examination subsidy coverage has been expanded to other non-local Chinese examinations including the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level. Besides, starting from the 2011/12 school year, apart from the examination 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. A breakdown by ethnic minority students is not available.

The number of NCS students subsidised to sit for the aforementioned examinations from the 2014/15 to 2017/18 school years is tabulated below:

Alternative Chinese Language examination	Number of NCS students subsidised (Number of NCS students subsidised to sit for the examinations for the first time)			
	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
GCSE Chinese	995 (919)	1 000 (938)	1 205 (1 140)	1 373 (1 269)
IGCSE Chinese	53 (53)	91 (91)	96 (90)	125 (108)
GCE AS-Level Chinese	273 (271)	289 (284)	245 (241)	300 (295)
GCE A-Level Chinese	150 (142)	156 (150)	201 (192)	152 (130)
Total	1 471	1 536	1 747	1 950

The expenditure on subsidy for NCS students to sit for the aforementioned examinations from the 2014/15 to 2017/18 school years is tabulated below:

Alternative Chinese Language examination	Actual expenditure in the 2014/15 school year (\$ million)	Actual expenditure in the 2015/16 school year (\$ million)	Actual expenditure in the 2016/17 school year (\$ million)	Estimated expenditure in the 2017/18 school year (\$ million)
GCSE Chinese	0.64	0.71	0.99	1.23
IGCSE Chinese	0.09	0.16	0.20	0.25
GCE AS-Level Chinese	0.64	0.71	0.66	0.83
GCE A-Level Chinese	0.50	0.51	0.73	0.64
Total	1.87	2.09	2.58	2.95

It is our established practice that the breakdown of the levels attained by individual groups of students will not be released to avoid any labelling effect and piece-meal interpretation or misinterpretation of the results. Among the NCS students attending S6 in public sector and DSS schools offering the local curriculum and sitting for the HKDSE Examination, 200, 295 and 328 of them had met the general entrance requirements of the UGC-funded undergraduate programmes using the aforementioned internationally recognised alternative Chinese Language qualifications in the 2014/15, 2015/16 and 2016/17 school years respectively. The figure for the 2017/18 school year is not yet available.

- (5) The measure of paying the examination fees for candidates sitting for the 2019 HKDSE Examination is applicable to school candidates sitting for the 2019 HKDSE Examination. The candidates must be studying at the registered schools approved for participation in the 2019 HKDSE Examination and be entered for the 2019 HKDSE Examination through their schools (including first-time candidates and candidates who repeat the senior secondary curriculum in day schools and evening schools). Eligible NCS students will benefit from the measure as well. In the 2017/18 school year, there are a total of 1 376 NCS students attending S5 (i.e. to be promoted to S6 in the 2018/19 school year) in public sector and DSS schools offering the local curriculum.

- End -

CONTROLLING OFFICER'S REPLY

EDB463

(Question Serial No. 6024)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the policy of integrated education, please advise this Committee of the following:

- (a) In the 2016/17 school year, there were 22 500 and 19 900 teachers serving in mainstream primary and secondary schools respectively, whereas the revised estimate indicates that the respective number of teachers serving in mainstream primary and secondary schools in the 2017/18 school year will be 22 400 and 21 300. What are the reasons for both changes between the 2 years?
- (b) Please provide a breakdown of the number of teachers serving in mainstream primary and secondary schools who completed training courses pitched at Basic, Advanced and Thematic levels in the past 5 years by course level and school level (primary and secondary).
- (c) Please tabulate the data on the Administration's itemised expenditure on providing each of the above training courses in the past 5 years.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 140)

Reply:

- (a) The growth in the number of teachers in public sector primary schools in the 2017/18 school year is mainly due to an increase in the number of approved classes in public sector primary schools and the provision of grants under various initiatives, such as the Learning Support Grant, which provides flexibility for schools to employ additional teachers. In addition, the Education Bureau (EDB) has implemented a range of new initiatives to provide additional teaching staff for schools. Examples include an increase in the teacher-to-class (T/C) ratio for public sector primary schools by 0.1 across-the-board starting from the 2017/18 school year and the phased provision of an additional designated teacher to take up the role of Special Educational Needs Coordinator (SENCO).

As regards public sector secondary schools, with a decrease in the number of approved classes in the 2017/18 school year, the provision of teaching staff resources have been adjusted accordingly. Nevertheless, the EDB has continued to implement a series of relief measures to facilitate the sustainable development of schools, which include that secondary schools with surplus teachers arising from reduction of Secondary 1 classes from the 2013/14 to 2017/18 schools years may apply for extending the retention period of those surplus teachers. Such measures have partly offset the influence of the decrease in the number of approved classes. In addition, the EDB has implemented various new initiatives to provide schools with additional teaching manpower. Examples include an increase in the T/C ratio for public sector secondary schools by 0.1 across-the-board starting from the 2017/18 school year and the phased provision of an additional designated teacher to take up the role of SENCO. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants under such initiatives as the Learning Support Grant, and the Career and Life Planning Grant, also enables schools to flexibly employ additional teachers. These factors together have resulted in a slight decrease in the number of teachers.

In short, all of the aforementioned factors or initiatives, coupled with staff arrangements made by schools according to actual needs, will cause the number of teachers in public sector primary and secondary schools to fluctuate between years.

- (b) To enhance the professional capacity of teachers in supporting students with special educational needs, the EDB has been providing serving teachers with structured training courses pitched at the Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. The number of public sector mainstream primary and secondary school teachers having completed the BAT Courses from the 2012/13 to 2016/17 school years is as follows:

Course	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	120	339	215	356	215	295	221	364	259	444
Advanced	89	152	92	141	74	86	109	147	129	197
Thematic	144	222	200	281	152	316	201	250	204	248

- (c) The actual expenditure on BAT Courses from the 2012/13 to 2016/17 school years is as follows:

Course	Actual Expenditure (\$ million)				
	2012/13	2013/14	2014/15	2015/16	2016/17
Basic	6.3	7.9	7.3	8.3	10.4
Advanced	11.0	10.7	7.8	12.6	16.3
Thematic	18.4	24.5	24.4	24.2	25.3
Total	35.7	43.1	39.5	45.1	52.0

- End -

CONTROLLING OFFICER'S REPLY**EDB464****(Question Serial No. 6026)**

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) launched the three-year paid non-local study leave scheme for serving secondary school teachers (scheme) in the 2017/18 school year. The participating teachers will start undertaking non-local study programmes in April this year. In this connection, would the Government advise this Committee of the following:

- (a) In the form of a table, the schedule, details, number of participants, preparatory work and expenditure breakdown of the scheme.
- (b) The estimated expenditure of the scheme for the coming year.
- (c) When will the EDB commence a review of the scheme? When is the report expected to be completed? What is the estimated expenditure involved? Please set out the information in the form of a table.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 145)

Reply:

(a) The “i-Journey” Paid Non-local Study Leave Scheme (the Scheme) for Secondary School Teachers is a three-year pilot scheme rolled out by the Education Bureau (EDB). The first phase of the Scheme has been launched in the 2017/18 school year, with 3 programmes offering a total of 50 places. Participating teachers will be given 7 to 9 weeks’ paid study leave, which includes 4 to 6 weeks of overseas learning activities including school attachment and visits, and 3 weeks of pre-trip preparation to research on the specific theme of the programme they will participate in and post-trip consolidation upon returning to Hong Kong to consolidate their learning and draw up their concrete school-based initiative/research proposals. The first phase of the Scheme will take place from April to June, 2018. Information on the themes and locations of the programmes is as follows:

Programme	Location	Participants
(1) Interdisciplinary Learning & Entrepreneurship Education	Helsinki & Jyväskylä, Finland	15
(2) Catering for Students with Special Educational Needs (SEN)	Melbourne, Australia	20
(3) STEM Education	Exeter, The United Kingdom	15

A budget of \$28 million for 3 years has been earmarked for the Scheme. Since the first phase of the Scheme has yet to finalise all expenditure items, a breakdown of expenditure is unavailable at the present stage.

(b) The estimated expenditure of the Scheme in the 2018/19 school year is \$9.3 million.

(c) EDB will monitor the operation of the programmes and review their effectiveness at various stages of the Scheme. An evaluation will be completed in 2020 with a report submitted by then. The expenditure involved in the evaluation will be subsumed under the overall expenditure of EDB. Therefore, a breakdown by items is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB465

(Question Serial No. 6027)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will continue to develop a support model appropriate for senior secondary school students with autism having average to high average intelligence in the coming school year. The related project was extended for 3 years to cover the secondary level in the 2014/15 school year. The EDB then decided to include 22 secondary schools in the project for the 2017/18 and 2018/19 school years. Please provide the following information in the form of a table:

- (a) To classify by name or geographical region the participating primary and secondary schools in each year, as well as to provide the implementation details, expenditure breakdown, outcomes or expected outcomes, related strategies and teaching resources of the project following its launching in the 2011/12 school year.
- (b) The details and expenditure breakdown of the project in the 2018/19 school year.
- (c) Under the integrated education policy, students with autism may be admitted to any mainstream school. Is there any plan to extend the project to all mainstream primary and secondary schools? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 146)

Reply:

(a), (b) and (c)

To help public sector mainstream primary and secondary schools support students with special educational needs (SEN), including students with autism spectrum disorders (ASD), the Education Bureau (EDB) has been providing them with additional resources on top of the regular subvention, professional support and teacher training.

To enhance the support for students with ASD, the EDB has been piloting a 3-tier school support model by phases in mainstream primary and secondary schools since the 2011/12 school year. Under the model, schools will arrange cross-tier support for students with ASD who have greater adjustment problem. Through one-on-one training (i.e. Tier 3 support) and after-school group training (i.e. Tier 2 support), students are coached to develop various appropriate social adaptive skills and abilities. Besides, teachers will make good use of opportunities in regular classes to let students apply and practise the skills that they have learned at Tier 2 and Tier 3 support so that they can use the related skills in real situations (i.e. Tier 1 support), hence improving their adaptive abilities in learning, social and emotional aspects and facilitating them to effectively integrate into classroom learning and community. During the implementation of the pilot project, each participating school is provided with additional resources to employ teaching assistants, who will support teachers in putting relevant enhanced measures into practice.

Building on the support model which has been empirically validated for primary and junior secondary students with ASD, we continue to develop more evidence-based instructional strategies and resources appropriate for high functioning students with ASD attending senior secondary classes. These strategies and resources are tried out in 25 secondary schools in the 2017/18 and 2018/19 school years. We also continue supporting 29 primary schools which participated in the pilot project in the 2016/17 school year, enhancing their professional capacity in applying related strategies. The expenditure involved and geographical distribution of schools participating in the first phase (2011/12 to 2013/14 school years), second phase (2014/15 to 2016/17 school years) and third phase (2017/18 to 2018/19 school years) of the pilot project are tabulated below:

School Year	Number of schools								Total Number of Participating Schools		Total Expenditure (HK\$)
	Hong Kong		Kowloon		New Territories West		New Territories East				
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	
2011/12 to 2013/14	5	-	9	-	7	-	9	-	30	-	15,900,000
2014/15 to 2016/17	9	4	19	7	10	3	22	8	60	22	56,300,000
2017/18 to 2018/19 (Estimate)	4	6	9	6	3	4	13	9	29	25	31,800,000

The EDB has been conducting systematic evaluation on the efficacy of the support model. The results show that not only have teachers deployed more effective ASD-specific strategies in the classroom, but parents have also become more knowledgeable and skillful in supporting their children. According to our observation, the students concerned also showed significant improvement in their learning, social and self-regulation aspects. The EDB had consolidated the strategies tested out to be effective and applicable for junior primary students in the first phase of the pilot project into an operation manual and related resource packages, and distributed them to all primary schools in the territory in 2015 for their implementation. Strategies for senior primary and junior secondary students with ASD developed during the second phase will also be collated into a manual, which will be distributed to all primary and secondary schools in the territory in 2018. At the end of the

pilot project, the effective practices will be consolidated and complied into an operation manual for the reference and use of other schools. Besides, the EDB shares how to implement the 3-tier intervention model and related strategies with teaching staff of schools through conducting workshops, seminars and school visits. Likewise, school-based educational psychologists support schools to implement the strategies introduced in the operation manual and related resource packages to improve the adaptive abilities of students with ASD in learning, social and emotional aspects. The 3-tier ASD support model and related strategies will take root in every school in the territory through our implementation of the aforementioned measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB466

(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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Budget has pledged \$2 billion to expedite the installation of lifts in public sector schools to help build barrier-free campuses. How many schools without lifts are there in each of the 18 districts? Apart from installing lifts, what is the overall demand for other barrier-free facilities, e.g. ramps, among the schools? Regarding the grant for installing lifts, what will be the grant ceiling for each application? For schools with lifts in need of servicing, will the Government set aside part of the provision for their benefits? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LAU Kwok-fan (Member Question No. (LegCo use): 24)

Reply:

All schools constructed after 1997 are in compliance with the then prevailing requirements promulgated by the Buildings Department on barrier-free access. For public sector and Direct Subsidy Scheme (DSS) schools built before 1997, subject to technical feasibility, the Education Bureau (EDB) has, through the second and subsequent phases of the School Improvement Programme, installed barrier-free facilities such as lifts, accessible toilets, ramps, etc., in their premises. When major alteration or improvement works are carried out in schools, the 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 requirements.

The EDB has taken up the major repairs (MR) works of non-estate and estate aided schools since April 2010 and April 2014 respectively. In accordance with the established mechanism, schools may apply for repair and improvement works for their school facilities through the annual MR mechanism, including the installation of barrier-free facilities and lifts.

Regarding the installation of lifts, based on the experience in handling relevant works projects in the past few years, lift installation works generally involve more complicated

work stages. As a result, it normally takes at least 4 to 5 years to complete the installation works. Moreover, lift installation works are resource intensive (in terms of project costs and human resources), hence the EDB can only approve a limited number of applications every year. Since April 2010, the EDB has approved at least 5 lift installation applications each year, and we endeavour to approve more where resources and manpower permit. The yet-to-be approved applications will be re-considered together with new applications (if any) in the subsequent funding allocation exercise. Hence, the schools concerned are not required to resubmit applications afresh.

Since April 2010, the EDB has approved a total of 46 lift installation applications, with another 68 pending approval. As at end-February 2018, 4 out of the 46 approved applications have the installation works completed. The rest are under various work stages, including construction, statutory approval or design stages.

To expedite the lift installation works for schools without such provision, the Government has made a provision of \$2 billion. The EDB will also set up a dedicated team (including designated consultants) to centrally handle the lift installation works along with the associated ramps. In order to collect the latest information on school premises and ascertain the schools' needs for lifts, the EDB sent a letter to all aided and DSS schools on 1 March to invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. The EDB will follow up on the lift installation requests according to the actual circumstances and needs of individual schools, and will not set a fixed ceiling on the amount of works projects funding for each school. Government schools that are in need of lifts may submit funding applications through the existing mechanism. Upon approval of the funding applications, the Architectural Services Department will carry out detailed design and discuss the detailed arrangements with the schools concerned. In line with established arrangements, DSS schools may apply for funding from the EDB, and engage consultants and contractors on their own to carry out the lift installation works once the funding applications are approved.

As the initiative aims to expedite the provision of lifts for schools without such provision, we will accord priority to the lift installation works for these schools. The maintenance of existing school facilities for aided schools will continue to be handled in accordance with the existing mechanism. In other words, schools may apply for the repair and maintenance of facilities (including lifts) installed by the Government through the MR or Emergency Repairs mechanism, while the repair and maintenance of facilities (including lifts) installed out of the school's own funding will continue to be undertaken by the schools themselves. If the lift concerned was installed many years ago and in dilapidated condition, with confirmation from consultant appointed by the EDB that it is not cost-effective to repair the lift, the EDB will consider replacing the lift under this initiative subject to the circumstances (including the availability of manpower and resources).

- End -

CONTROLLING OFFICER'S REPLY

EDB467

(Question Serial No. 6334)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

This year, a number of alleged child abuse cases have been successively uncovered in Hong Kong. Children were tortured to death by their family/relatives, which is really outrageous. These cases have aroused public concern about the stationing school social work service under the Social Welfare Department. In this connection, the Budget Speech announces the implementation of “one school social worker for each school” policy in primary schools starting from the 2018/19 school year. Would the Government advise this Committee of the following:

1. What are the specific timetable for implementing the above scheme and the expected expenditure involved?
2. It was reported that some primary schools have not procured social work service but are hiring guidance teachers instead. Therefore, these schools need to vacate their guidance teacher posts before they could procure social work service. In this connection, would the Government consider creating new social worker posts for them? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. (LegCo use): 51)

Reply:

1. and 2.

The Government attaches great importance to the well-being of children and firmly believes that every child should be protected against harm and abuse. We will keep reminding schools that when school personnel notice any wounds or irregularities in a student's mental state or behaviour which suggest an incident of suspected child abuse, they should seek assistance from the Education Bureau (EDB), Social Welfare Department and other departments as appropriate to the situation.

To cater for the needs of students, starting from the 2018/19 school year, more resources will be provided for public sector primary schools to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Since the related government provision will depend on schools’ options, the details of the related expenditure are not available at the moment. Notwithstanding, we estimate that the annual additional recurrent expenditure for full implementation in ordinary primary schools will be around \$111 million. Furthermore, the EDB will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

- End -

CONTROLLING OFFICER'S REPLY

EDB468

(Question Serial No. 4153)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of sign language interpretation services over the past 5 years, would the Government advise this Committee of:

1. whether sign language interpretation services have been provided; if yes, the number of occasions for which sign language interpretation services were required each year, nature of such occasions and reasons;
2. in connection with the question above, the number of sign language interpreters involved each year, their remuneration and the organisations to which they belong; the total expenditure involved each year; and
3. whether the Government will consider allocating more resources to services for improving its communication with persons who are deaf and/or partially deaf; if yes, the details (including measures, manpower, expenditure, timetable, etc.); if no, the reasons.

Asked by: Hon LEUNG Yiu-chung (Member Question No. (LegCo use): 91)

Reply:

The Education Bureau (EDB) will provide sign language interpretation services for persons with hearing impairment through procuring services from non-governmental organisations as and when the need arises. In the past 5 financial years, EDB provided sign language interpretation services for the hearing-impaired on 4 occasions at seminars, recruitment interviews, etc. to cater for specific needs. 1 sign language interpreter was involved on each of these occasions and the total expenditure incurred was about \$2,100. In future, EDB will continue to arrange sign language interpretation service to address the needs of individuals when the situation so warrants.

- End -

CONTROLLING OFFICER'S REPLY

EDB469

(Question Serial No. 4173)

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 Programme, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Curriculum Development Institute (CDI) of the Education Bureau, will the Administration please inform this Committee of the following:

1. Since 2012, what is the CDI's annual expenditure on the compilation of official teaching resources and its percentage share against the total expenditure of the CDI;
2. Since 2012, did the CDI appoint external personnel to compile official teaching resources each year? If yes, what are the respective details of the recruitment exercise, selection criteria, number of appointment and expenditure; and
3. Since 2012, did the CDI provide subsidy for external parties to compile teaching resources? If yes, please provide, in tabular form, the names of the organisations in receipt of the subsidy, the names of the relevant teaching resources and the amount of the subsidy for each year. Please also set out the criteria the Administration used for selecting the organisations for the compilation of teaching resources.

Asked by: Hon LEUNG Yiu-chung (Member Question No. (LegCo use): 120)

Reply:

- 1-3. The Curriculum Development Institute (CDI) of the Education Bureau develops diversified learning and teaching materials, including resource packages, online references and teaching compact discs, etc, for teachers. The compilation of learning and teaching materials is mainly taken up by the professional staff of the CDI. As the expenditure involved (including staff cost) is subsumed under the overall expenditure of the CDI, we are unable to provide a breakdown of the expenditure on teaching

resources. Besides, the CDI did not provide any subsidy for external parties to compile teaching resources from the 2013/14 to 2017/18 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB470

(Question Serial No. 4178)

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, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Concerning the support for students who are deaf and hearing impaired, would the Administration 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 5 years?

(2) How many deaf and hearing impaired students were admitted to mainstream government and aided primary schools in each of the past 5 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 5 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 5 years? Please provide a breakdown by type of programme (i.e. sub-degree and undergraduate).

(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 yes, what are the details of the financial support (including the measures, amount of funding involved, etc.)? If no, what are the reasons?

(7) 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. (LegCo use): 126)

Reply:

(1)

The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students who have severe or profound hearing impairment (HI) or those who cannot construct knowledge due to inadequate speech ability owing to HI to schools for children with HI (HI schools). The annual expenditures of and the number of students enrolled in HI schools (including the Lutheran School for the Deaf) in the past 5 years are set out in Tables 1 and 2 of the Appendix.

(2), (3), (6) & (7)

Students with HI who can benefit from studying in mainstream schools will be admitted to mainstream primary and secondary schools. The number of students with HI enrolled in the public sector mainstream primary and secondary schools in the past 5 school years is set out in Table 3 of the Appendix. Schools should pool and flexibly deploy and utilise various resources, such as the Learning Support Grant, to cater for the specific needs of students with special educational needs (SEN), including the provision of sign language support for students with HI, as necessary. Specifically, if schools consider it necessary to provide sign language supported teaching to students with HI, they should have detailed consideration and planning in areas such as the allocation and utilisation of resources, skills in using sign language by teachers and students, and curriculum adaptation. Besides, the EDB has all along been encouraging teachers to adopt the most appropriate modes to teach and communicate with the students with HI, such as using oral language with the aid of visual strategies, environmental cues, body language, written text, gestures and sign language etc., having regard their abilities and needs. Sign language interpretation is not equivalent to using sign language to assist teaching, and it is not a definite approach in helping students with HI to learn. We do not have the number of schools that provide such services.

(4)

The number of students with HI enrolled in full-time locally-accredited sub-degree and undergraduate programmes in the past 5 school years is set out in Table 4 of the Appendix.

(5)

To help public sector mainstream schools cater for students with SEN (including students with HI), on top of the 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 students. For students with HI, the EDB has been providing free hearing aids and related audiological services to those in need. Schools may also apply the Top-up Fund for them to procure the Frequency Modulated (FM) Systems to enhance the speech perception effectiveness of students 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”. To enhance the professional capacity of teachers in catering for students with diverse needs

(including HI), since the 2007/08 school year (s.y.), the EDB has been providing serving teachers with relevant and structured training courses pitched at Basic, Advanced and Thematic levels. Starting from the 2012/13 s.y., the elective modules on sensory, communication and physical needs covering the knowledge and skills necessary for taking care of students with HI have been included in the Advanced and Thematic courses. The EDB also organises workshops and seminars and implements school-based support programmes from time to time to enhance teachers' understanding of students with HI and help them equip the strategies of enhancing the listening, communication and learning abilities of students with HI. The EDB has also developed various resource packages for teachers' reference and application, such as the "Resource Package on Communication Strategies for Students with Hearing Impairment" and the "Resource Package on Lexicon Learning for Students with Hearing Impairment", etc. The annual expenditure on additional support and services for students with SEN in the past 5 school years are set out in Table 5 of the Appendix.

Table 1**Annual Expenditure on Schools for Children with Hearing Impairment (including the Lutheran School for the Deaf)**

Financial Year	2013-14	2014-15	2015-16	2016-17	2017-18 (as at 28 February 2018)
Expenditure (\$ million)	23.8	26.5	28.2	27.7	26.3

Table 2**Number of Students Enrolled in Schools for Children with Hearing Impairment (including the Lutheran School for the Deaf)**

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	22	18	20	25	25
Secondary	89	84	67	64	59

Table 3**Number of Students with Hearing Impairment Enrolled in Public Sector Mainstream Primary and Secondary Schools**

School Year	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	260	270	280	300	350
Secondary	400	380	390	350	340

Note: Figures based on the number of students with hearing impairment as the major SEN type.

Table 4**Number of Students with Hearing Impairment Enrolled in Full-time Locally-accredited Sub-degree and Undergraduate Programmes**

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional figures)
Sub-degree Programme	64	65	65	59	81
Undergraduate Programme	84	119	112	110	118

Table 5**Annual Expenditure on Additional Support and Services for Students with Special Educational Needs**

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Revised estimate)
Expenditure (\$ million)	1,075.4	1,221.7	1,310.0	1,391.5	1,667.3

- End -

CONTROLLING OFFICER'S REPLY

EDB471

(Question Serial No. 4179)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

As stated in the 2018-19 Budget, \$2.5 billion will be earmarked to set up a new Student Activities Support Fund. The Fund will continue to provide support for students with financial needs to participate in life-wide learning activities. In this connection, would the Administration inform this Committee of:

1. the payment arrangement and timetable;
2. the specific eligibility criteria for students to receive the support;
3. the estimated number of beneficiaries and the total amount of subsidy for each year; and
4. the staff establishment and administrative expenditure involved.

Asked by: Hon LEUNG Yiu-chung (Member Question No. (LegCo use): 127)

Reply:

As the Hong Kong Jockey Club Life-wide Learning Fund is coming to an end, the Government has earmarked \$2.5 billion to set up a new Student Activities Support Fund (SAS Fund) to continue providing support for students with financial needs to participate in life-wide learning activities. The investment income of the SAS Fund will be used to subsidise public sector and Direct Subsidy Scheme schools in providing support for primary and secondary students with financial needs to participate in life-wide learning activities organised or recognised by the schools with a view to promoting whole-person development. The mode of operation of the SAS Fund will mainly make reference to the current practices of the Hong Kong Jockey Club Life-wide Learning Fund. The initial plan is that the amount of provision for each school will be calculated based on the number of its students receiving the Comprehensive Social Security Assistance and the number of those on full grant under the School Textbook Assistance Scheme. There will be two different subsidy rates for primary and secondary students respectively in the calculation of the subsidy. We are currently formulating the operational details of the SAS Fund, and will consult the Legislative Council in due course. The relevant operating and manpower expenses of the SAS Fund will be subsumed under the overall expenditure of the Education Bureau and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB472

(Question Serial No. 5409)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Career and Life Planning Grant provided for secondary schools, please provide the following information:

1. The expenditure involved and the number of schools applied for the grant in the 2017/18 school year;
2. Further to item 1 above, the number of schools that have applied for turning the grant into regular teaching posts in the 2017/18 school year; and
3. How does the Education Bureau assess the effectiveness of the scheme?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 55)

Reply:

1. & 2. From the 2014/15 school year, the Education Bureau (EDB) has provided each public sector schools operating classes at senior secondary levels with a recurrent cash grant (\$580,000 for the 2017/18 school year). Starting from the 2016/17 school year, schools are allowed to opt to turn the Career and Life Planning Grant (CLPG) into regular teaching posts. In the 2017/18 school year, among the 506 eligible public sector schools, 225 schools continue to receive the CLPG (involving an expenditure of \$131 million), while 281 schools have turned the CLPG into regular teaching posts (as the expenditure is subsumed under the EDB's recurrent expenditure, the amount involved is not available) .

3. Since its implementation in the 2014/15 school year, the EDB has been keeping track of the development of Life Planning Education (LPE) and career guidance services at schools through questionnaire surveys and advisory school visits. It is noted that schools in general have utilised the CLPG properly for acquiring additional manpower or hiring appropriate career-related services to strengthen LPE services; attached greater importance to LPE by setting it as one of their major concerns in their School Development Plans.

Senior secondary students generally agree that they have opportunities to participate in various learning activities and are offered support services in relation to LPE which facilitate them in devising their academic/career development plans according to their interests, abilities and orientations. To consolidate the experiences gained from the implementation of LPE initiatives and map out the way forward, the EDB has commissioned The Education University of Hong Kong in 2017 to conduct a review on the effectiveness of the implementation of LPE. The consultant will collect the views of stakeholders through questionnaire surveys, focus group interviews and case studies, etc., to assess the overall effectiveness of LPE, including a comprehensive review of the implementation of the LPE policy and the benefits to students through the Business-School Partnership Programme. The review is expected to be completed by the end of 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB473

(Question Serial No. 5410)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

The Learning Support Grant covering students with mental illness has been provided to the public sector secondary schools since the 2017/18 school year. In this regard, please answer the following questions:

1. What is the expenditure involved and how many students are benefited from the plan in the 2017/18 school year?
2. What is the estimated expenditure involved and how many students will be benefited from the plan in the 2018/19 school year?
3. Does the Education Bureau know how schools have made use of these extra resources to support students with mental illness?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 56)

Reply:

1. & 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, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, LSG covers students with mental illness (MI) so that schools will have additional resources to enhance their support to cater for those students' learning, social, emotional and behavioural needs. LSG is calculated on the basis of the number of students with SEN and the tier of support the students required. Based on the principle of "calculation on individual basis and deployment holistically", schools should pool and deploy LSG and other school resources flexibly and holistically to render appropriate support for students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants or hiring professional services. Regarding the number of students with MI, as at the date when the statistics of

the number of students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about those students to the EDB. Hence, the EDB is unable to provide the number of such students in the 2017/18 school year.

The EDB has revised its estimated expenditure on LSG for the 2017/18 school year to around \$590 million while the estimated expenditure for the 2018/19 school year is around \$650 million.

3.

In utilising LSG to support students with MI, schools can employ additional staff (e.g. teaching assistants) to assist teachers in designing learning activities and materials as well as supporting students in classroom learning activities, hire professional support or guidance services (e.g. provide behavioural or emotional guidance at school), implement school-based teacher training, etc.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies, measures and deployment of resources (including the support for students with SEN) through self-evaluation every year. The EDB also requires schools to submit an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to Integrated Education to the EDB 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 and upload such information onto their school websites. When using Government subventions (including LSG), all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. EDB's professional staff will review the support provided by schools to students with SEN and offer professional opinions whenever necessary in school visits in order to ensure that the support services can cater for the needs of students with SEN (including students with MI) and schools adopt this direction in the aspects of planning, execution and review.

- End -

CONTROLLING OFFICER'S REPLY

EDB474

(Question Serial No. 5411)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of Learning Support Grant (LSG), please advise of:

- (1) the number of students requiring tier-2 and tier-3 support, the amount of subsidy per student and the total expenditure in the 2017/18 school year;
- (2) the number of schools with the grant clawed back by the Education Bureau (EDB) and the amount involved in the school years of 2015/16 and 2016/17;
- (3) 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; and
- (4) how the EDB assesses the effectiveness of LSG?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 57)

Reply:

(1) to (4)

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, including the Learning Support Grant (LSG). In the 2017/18 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,986 and \$27,972 respectively, and the basic provision per school per annum for the first 1 to 6 student(s) requiring tier-3 support has also been raised to \$167,832. The EDB has revised its estimated expenditure on LSG for the 2017/18 school year to around \$590 million. 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 number of students with SEN requiring tier-2 and tier-3 support in the 2017/18 school year is set out at Appendices 1 and 2 respectively.

Public sector mainstream schools are encouraged to fully utilise the LSG allotted every year to cater for the needs of 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 (applicable to aided and caput schools) or financial year (applicable to 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 school year/financial 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 and difficulties in hiring appropriate professional services, etc.

Based on the audited information as at March 2018, there are 33 schools with LSG clawed back at the end of the 2015/16 school year (aided and caput schools)/2015-16 financial year (government schools), and the amount of LSG clawed back is around \$1.4 million. As the amount to be clawed back from aided and caput schools for the 2016/17 school year will be confirmed only after the schools' submission of audited accounts by end of February 2018 and verification by the EDB, we are unable to provide information on claw back for the 2016/17 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, as with other school policies and measures, through self-evaluation every year. The EDB also requires schools to submit an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to Integrated Education to the EDB 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 and upload such information onto their school websites. Furthermore, with our stepped-up efforts to monitor the utilisation of LSG by schools, the surplus situation of LSG in schools has been improved in recent years. Various measures include providing schools with guidelines on deployment of LSG and claw back mechanism, conducting regular school visits to advise on the deployment of resources to support students with SEN, organising experience sharing activities among schools, and issuing reminders to individual schools to urge improvements should undesirable situation be detected.

**Distribution of public sector mainstream primary and secondary schools
eligible for the Learning Support Grant by number of students with
special educational needs
requiring tier-2 support in the 2017/18 school year**

No. of students with SEN requiring tier-2 support	No. of schools	
	Primary	Secondary
0	9	1
1-10	41	50
11-20	23	67
21-30	19	57
31-40	47	34
41-50	57	30
51-60	65	21
61-70	41	21
71-80	28	14
81-90	10	23
91-100	8	18
More than 100	7	49

**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
requiring tier-3 support in the 2017/18 school year**

No. of students with SEN requiring tier-3 support	No. of schools	
	Primary	Secondary
0	66	60
1-5	270	309
6-10	12	9
11-15	3	1
16-20	1	3
More than 20	3	3

- End -

CONTROLLING OFFICER'S REPLY

EDB475

(Question Serial No. 5412)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding cross-boundary students, would the Education Bureau advise of the following:

1. The number of cross-boundary students in the 2017/18 school year (by kindergarten student, primary school student and secondary school student);
2. The number of cross-boundary students applying for the central allocation in the 2017/18 school year;
3. The number of school places in the school nets exclusively for cross-boundary students in the 2017/18 school year (by school net);
4. 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 2017/18 school year;
5. To the understanding of the Education Bureau, the impact of the new admission policy for Hong Kong students implemented by Shenzhen last year on schools in Hong Kong. For instance, whether cross-boundary students originally studying in Hong Kong have been drawn back to Shenzhen for schooling?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 58)

Reply:

1. The number of cross-boundary students (CBS) by school level in the 2017/18 school year is tabulated at Annex A.
2. 3 251 CBS participated in the Central Allocation stage of the Primary One Admission (POA) 2017 for admission to Primary 1 (P1) in the 2017/18 school year.

3. 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 2017 (for admission to P1 in the 2017/18 school year) by school net is tabulated at Annex B.

4. Under the “Co-operation Agreement on Operating Classes for Hong Kong Students in Shenzhen Schools” signed between EDB and the Shenzhen Municipal Education Bureau (SZEDB), the SZEDB has been implementing the Scheme of Classes for Hong Kong Students (the Scheme) in “minban” schools in Shenzhen. In the 2017/18 school year, 11 “minban” schools are offering Hong Kong curriculum classes to some 4 300 Hong Kong students residing in Shenzhen under the Scheme. Based on information available, the tuition fees range roughly between RMB 10,400 and RMB 48,000 per year.
5. Starting from 2017, the SZEDB allows eligible Hong Kong students to attend public schools in Shenzhen through the Primary 1 and Secondary 1 points system. The arrangement offers more choices in studies for Hong Kong children residing in Shenzhen, and facilitates their admission to schools in the Mainland so that they need not travel across the boundary for schooling in Hong Kong. This, to a certain degree, helps alleviate the problems arising from CBS. The new policy of SZEDB, which was only introduced last year, has not created notable impact on schools in Hong Kong. Among schools that admit more CBS, there has not been any significant drop in the number of students in the 2017/18 school year. EDB will continue to monitor closely the demand for and supply of school places and ensure steady development of schools.

Number of Cross-boundary Students (CBS) by School Level in the 2017/18 School Year

School level	Number of CBS
Kindergarten (including kindergarten-cum-child care centre)	4 610
Primary school	19 215
Secondary school	4 084

Note: Figures are based on the annual survey conducted via schools in September 2017 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.

**Number of P1 Places on Choice of Schools Lists for Central Allocation
for Cross-boundary Students in POA 2017 by School Net
(For Admission to P1 in the 2017/18 School Year)**

POA School Net	No. of P1 Places
43	225
64	125
65	150
66	575
70	418
71	128
72	547
74	74
80	110
81	100
83	12
84	150
98	450

Note:

Figures refer to the position as at January of 2017 when the 2017 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 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB476****(Question Serial No. 5413)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 school teachers in government, aided, private and Direct Subsidy Scheme schools in 2017/18.

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 60)Reply:

The respective number and wastage rate of primary and secondary school teachers in government, aided, caput (secondary only), private and Direct Subsidy Scheme (DSS) schools by age group in the 2017/18 school year are as follows:

Primary Schools (Government, Aided, Private and DSS)

2017/18 (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	160	4.8	3 800	4.7	390	9.2	340	7.6
30 – 40	330	2.7	6 800	2.2	760	7.0	630	3.9
41 – 50	770	1.6	6 110	1.5	490	4.5	240	3.8
51 – 60	340	7.3	2 920	9.0	170	7.1	80	6.2

Secondary Schools (Government, Aided, Caput, Private and DSS)

2017/18 (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	9.2	2 270	6.9	10	0.0	80	9.1	830	6.3
30 – 40	420	4.8	7 170	2.6	30	6.7	250	13.0	1 990	4.2
41 – 50	650	2.7	6 900	2.0	30	0.0	100	13.1	800	4.5
51 – 60	440	11.0	4 340	9.5	30	13.3	50	12.1	440	10.2

* 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 teachers” refer to the teachers who were serving in a school as at mid-September of the preceding school year but are no longer serving in any primary/secondary school as at mid-September in the current school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB477

(Question Serial No. 5414)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

1. What are the number of local students, non-local Chinese students and other non-local students studying in international schools (including those under the English Schools Foundation) (with a breakdown by primary, secondary and special education) and their respective percentage in the 2017/18 school year?
2. Further to the above question, does every international school admit local students up to a percentage allowed by the Education Bureau (30%)? If not, please give a list of the non-complying schools together with the percentage of their local students.
3. Under the existing mechanism, does the Education Bureau take follow-up measures against international schools with the percentage of admitted local students exceeding the percentage allowed by the Education Bureau? If yes, what are the details? If no, what are the reasons?
4. What are the number of school places offered by international schools (including those under the English Schools Foundation) (with a breakdown by primary, secondary and special education) and the number of enrolled students in the 2015/16, 2016/17 and 2017/18 school years?
5. How does the Government regulate international schools that operate on self-acquired private land? Are these regulatory measures in line with those governing international schools that operate through the Education Bureau's school allocation exercise?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 61)

Reply:

1. The numbers of local and non-local students studying in international primary, secondary and specials schools in the 2017/18 school year are tabulated at **Annex 1**.

2. and 3. In the 2017/18 school year, the ratio of non-local students of 13 international schools is subject to a related requirement, ranging from 50% to 85%, under the respective service agreements (SAs) entered into between the schools and the Government following the allocation of the vacant school premises (VSP) or greenfield site in question for international school development under School Allocation Exercises (SAEs). Under the prevailing policy, school sponsoring bodies (SSBs) allocated with school premises or sites by the Education Bureau (EDB) for such purpose are required to allocate at least 70% of the school places to non-local students. In the SAE conducted in 2014, favourable consideration was given to proposals accepting a higher proportion of non-local students. In case of breach of requirements in the SA by SSBs and schools (including failure to comply with the minimum percentage of non-local students to be enrolled as stipulated in the SA), the EDB will take follow-up actions, and has the right to terminate or refuse to renew the SA, or even re-enter the VSP or greenfield sites concerned. In addition, when discussing with the English Schools Foundation (ESF) the phasing-out arrangements of the recurrent government subvention for ESF schools in 2013, we have taken the opportunity to remind the ESF to continue to maintain their student mix of having no less than 70% of their overall student population being non-local students.

In the 2017/18 school year, non-local students accounted for 77.2% of the overall student population in the international school sector while local students accounted for 22.8%. When SSBs submitted their proposals for the SAE, they acknowledged and agreed that the information provided (including the proposed minimum percentage of non-local students to be enrolled) would only be used for the relevant SAE. We are therefore unable to disclose the requirement regarding the minimum percentage of non-local students to be enrolled by individual international schools. Nevertheless, among the aforementioned international schools which are subject to the requirement on the enrolment of local students, all of them have complied with the relevant requirement except two new schools which have just commenced operation last year and in 2016 respectively. We have reminded those two schools in writing to observe and comply with the requirement in their admission exercises next year, and will continue to closely monitor the situation.

4. The numbers of school places and students in international primary, secondary and special schools from the 2015/16 to 2017/18 school years are tabulated at **Annex 2**.

5. Under the EDB's prevailing policy, SSBs allocated with VSP and/or greenfield sites for international school development through SAEs are required to enter into an SA with the Government and agree to comply with a set of requirements in relation to the establishment of international schools. Apart from complying with the minimum percentage of non-local students to be enrolled, relevant schools are required to submit annual audited accounts to the Government, as well as proof of the school's recognition from a renowned accreditation body, etc., to facilitate the EDB's monitoring of the financial situation and teaching quality of such schools.

SSBs who would like to establish an international school in Hong Kong without receiving allocation of VSP or greenfield sites through SAE should apply for registration as a private school first. After ensuring the school's compliance with the EDB's requirements in relation to the establishment of international schools (including allocating at least 70% of school places to non-local students, possessing proven track record in school operation and full accreditation from an established accreditation body, and formulating a sustainable financial

plan), an application could be made to the EDB for registering the school as an international school. A school must be registered as an international school before it may be named as an international school. The EDB will carefully assess the application materials submitted by the SSB, and will only consider approving the application after the EDB is satisfied that the school's operation and performance have fulfilled the requirements in relation to international schools. Detailed requirements regarding applications for establishment of an international school in Hong Kong are uploaded to the EDB's Thematic Website of International Schools for public access (https://internationalschools.edb.hkedcity.net/submit_an_application.php?lang=en).

At the same time, to ensure education quality, all international schools are required to comply with the requirements under the Education Ordinance (Cap 279) and the Education Regulations (Cap 279A). For example, the school premises must comply with the relevant buildings and fire safety requirements; teachers must obtain the prescribed qualifications and register with the EDB; and tuition fees must be approved by the EDB.

**Numbers of Local and Non-local Students (Chinese or Others)
in International Primary, Secondary and Special Schools in the 2017/18 School Year
(based on the Student Enrolment Survey conducted in September 2017)**

Primary Schools

	Students	%
Local	5 358	24.5%
Non-local - Chinese	860	3.9%
Non-local - Others	15 694	71.6%
Total	21 912	100.0%

Secondary Schools

	Students	%
Local	3 507	20.7%
Non-local - Chinese	850	5.0%
Non-local - Others	12 599	74.3%
Total	16 956	100.0%

Special School

	Students	%
Local	12	17.1%
Non-local - Chinese	1	1.4%
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 (HKSAR)) 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 a 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 the English Schools Foundation (ESF) schools and other international schools but not the special school operated by the ESF.
- (4) Figures of the special school refer to the special school operated by the ESF.
- (5) Figures refer to the position as at September 2017.
- (6) Percentages may not add up to total due to rounding.

**Numbers of School Places and Students
in International Primary, Secondary and Special Schools
from the 2015/16 to 2017/18 School Years**

	2015/16		2016/17		2017/18	
	School Places	Number of Students	School Places	Number of Students	School Places	Number of Students
Primary Schools	22 430	20 439	22 940	21 093	23 803	21 912
Secondary Schools	18 676	16 530	19 268	16 664	19 790	16 956
Special School	70	67	70	70	70	70

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures of primary and secondary schools include students studying in the English Schools Foundation (ESF) schools and other international schools but not the special school operated by the ESF.
- (3) Figures of the special school refer to the special school operated by the ESF.

- End -

CONTROLLING OFFICER'S REPLY

EDB478

(Question Serial No. 5416)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Bureau please provide the balance, amount of government injection, investment or other income and total expenditure of the following funds in 2017/18? 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. 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

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 65)

Reply:

Currently, there are eight government funds under the purview of the Education Bureau (EDB). 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

As the 2017/18 school year has not yet completed, we can only provide the estimates of the funds for the 2017/18 school year. Details are provided at **Annex**.

Funds under the purview of EDB

Name of Fund	2017/18 School Year (Estimates)			
	Balance at Year End (\$ million)	Government Injection (\$ million)	Investment or Other Income (\$ million)	Expenditure (\$ million)
Education Development Fund	133	-	3	94
HKSAR Government Scholarship Fund	2,403	-	50	100
Language Fund	6,495	-	239	115
Quality Education Fund	9,128	-	175	220
Self-financing Post-secondary Education Fund	3,838	-	80	120
Research Endowment Fund ⁽¹⁾	NA	3,000 ⁽²⁾	NA	NA
Qualifications Framework Fund	2,261	1,200 ⁽³⁾	65	50
Gifted Education Fund	824	-	32	18

Notes

- (1) No annual estimate is prepared for the Research Endowment Fund, and hence estimates for the 2017/18 school year are not available.
- (2) An additional seed capital of \$3 billion is expected to be injected into the Research Endowment Fund and placed with the Exchange Fund for investment in June 2018.
- (3) An additional seed capital of \$1.2 billion was injected into the Qualifications Framework Fund and placed with the Exchange Fund for investment in March 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB479

(Question Serial No. 6032)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the latest development of using Putonghua to teach the Chinese Language subject in primary and secondary schools, would the Government advise this Committee of the following:

1. whether the Government 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 2018-19 financial year;
3. please provide a list of Mainland schools and primary and secondary schools and kindergartens in Hong Kong participating in the Programme, and the number of participating teachers from each local school;
4. the Government has indicated that additional applications will be entertained in the second and third years of the Programme to support schools further in using 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 joining or organising and the number of Hong Kong students participating in exchange programmes with the Mainland of China as destination in the past 3 years.

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 53)

Reply:

1. Biliteracy and trilingualism has always been very important to Hong Kong. On the principle of professional autonomy, whether to adopt Putonghua as the medium of instruction for teaching the Chinese Language subject (PMIC) has all along been a school-based decision of primary and secondary schools in Hong Kong, taking into account the abilities of their teachers and students, as well as their school environment and support. The EDB has never made it a mandatory requirement for schools to adopt PMIC. At present, PMIC is being implemented smoothly at schools' discretion. Schools may consider whether PMIC should be adopted, and if so, 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. The EDB respects the professional decision of schools and will continue to provide schools with appropriate professional support in teaching the Chinese Language subject according to their needs, irrespective of whether the medium of instruction adopted is Putonghua or Cantonese.
2. to 4. Funded by the Education Development Fund, the Mainland-Hong Kong Teachers Exchange and Collaboration Programme has the primary aim of fostering professional exchange between the 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 Mainland exchange activities specifically for adopting PMIC were arranged for primary and secondary students in the past 3 years.

- End -

CONTROLLING OFFICER'S REPLY

EDB480

(Question Serial No. 5737)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors, would the Administration advise this Committee of:

- (a) the number of applicants, successful applicants and the disciplines concerned under the Scheme in the past 3 years. Please tabulate the figures by year.
- (b) the expenditures on subsidising each of the 37 designated programmes in the past 3 years. Please tabulate the figures by year and programme category.
- (c) besides the 15 programmes in Computer Science, Creative Industries and Financial Technology currently subsidised under the Scheme, whether assessment has been conducted on including more information technology-related disciplines (such as programmes in data analytics and information security) into the Scheme. If yes, what are the details? If no, what are the reasons?

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 110)

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 admission to the first year of designated programmes under the SSSDP via JUPAS and the number of students admitted to subsidised programmes from the 2015/16 to 2017/18 academic years are set out at **Annex A**.
- (b) In the 2015/16, 2016/17 and 2017/18 academic years, the respective number of designated programmes under the SSSDP are 13, 15 and 17 and the actual/estimated expenditure on subsidy by academic year and designated programme are set out at **Annex B**.

(c) The Education Bureau (EDB), in consultation with other policy bureaux, will make annual adjustments as appropriate to the selected disciplines, designated programmes and their respective number of subsidised places under the SSSDP in accordance with Hong Kong's social and economic development and the needs of the industries, with a view to nurturing talent in support of specific industries with keen manpower demand. The EDB will announce details of the SSSDP including the designated programmes and their respective numbers of subsidised places for the cohort to be admitted in 2019/20 later this year after consulting the policy bureaux.

Number of Students Applying for Admission to the First Year of Designated Programmes under the SSSDP via JUPAS and the Number of Students Admitted to Subsidised Places from the 2015/16 to 2017/18 Academic Years

Institution	Programme	Number of JUPAS applicants *			Number of students admitted to subsidised degree programmes		
		2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	N/A#	6 214	5 633	N/A#	60	60
Chu Hai College of Higher Education	Bachelor of Science (Honours) in Architecture	1 845	2 311	1 676	20	22	23
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	7 111	6 840	5 507	70	70	59
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	6 906	5 924	5 556	200	200	200
	Bachelor of Science (Honours) in Medical Laboratory Science	N/A^	N/A^	3 035	N/A^	N/A^	21
	Bachelor of Science (Honours) in Radiation Therapy	N/A^	N/A^	2 348	N/A^	N/A^	12
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	4 076	3 763	3 319	74	80	75
	Bachelor of Nursing with Honours in General Health Care	7 312	6 288	5 340	150	150	150
	Bachelor of Nursing with Honours in Mental Health Care	4 867	4 269	3 560	70	70	71
	Bachelor of Engineering with Honours in Testing and Certification	3 484	2 999	2 130	50	48	41

Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	3 286	3 285	2 762	60	44	47
	Bachelor of Arts (Honours) in Product Design	4 345	4 345	3 684	59	57	49
	Bachelor of Arts (Honours) in Landscape Architecture	2 222	2 027	1 666	10	10	10
	Bachelor of Arts (Honours) in Culinary Arts and Management	4 498	4 248	3 395	30	30	24
	Bachelor of Engineering (Honours) in Civil Engineering	3 383	3 709	2 896	60	60	59
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	3 577	3 842	2 945	60	60	49
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	N/A [#]	2 455	2 405	N/A [#]	30	24
	Total:	56 912	62 519	57 857	913	991	974

* Based on the information available on the JUPAS' website in March 2018.

The designated programme concerned was first included under the SSSDP in the 2016/17 academic year.

^ The designated programme concerned was first included under the SSSDP in the 2017/18 academic year.

**Actual/Estimated Expenditure on Subsidy by Designated Programme
under the SSSDP from the 2015/16 to 2017/18 Academic Years**

Institution	Discipline	Programme	Actual/Estimated Expenditure on Subsidy (\$'000)		
			2015/16	2016/17	2017/18#
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	-	4,200	8,400
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	800	1,660	2,520
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	2,800	5,500	7,500
The Open University of Hong Kong	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	5,180	10,710	16,030
	Health Care	Bachelor of Nursing with Honours in General Health Care	10,500	20,825	31,430
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	4,900	9,695	14,770
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	3,500	6,790	9,695
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	14,000	27,055	40,775
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	-	-	1,470
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	-	-	840
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	2,160
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	400	780	1,160

	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	4,200	8,260	12,460
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	4,200	8,330	11,340
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	4,200	7,210	10,430
	Creative Industries	Bachelor of Arts (Honours) in Product Design	4,130	7,875	11,410
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	1,200	2,400	3,320
Total			60,010	122,490	185,710

Provisional figures as at December 2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB481

(Question Serial No. 5738)

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

Question:

Regarding the Government's efforts to enhance equipment support for Information Technology (IT) in education, please advise on the following:

- (a) the expenditures on updating and providing additional IT equipment (including both hardware and software) for public sector and aided primary schools, secondary schools and special schools in the past 3 years (please tabulate the figures by types of equipment);
- (b) the implementation status of WiFi 900 (please set out by types of school) and the estimated expenditure and work plan for 2018-19;
- (c) whether evaluation has been conducted on when to enhance IT equipment for schools that have not yet received funding under WiFi 900. If yes, please give the timetable;
- (d) whether there are any new plans and measures to further enhance IT equipment for public sector and aided primary schools, secondary schools and special schools. If yes, what are the details? If no, what are the reasons?

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 112)

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 3 financial years were \$353 million for 2015-16, \$361 million for 2016-17 and \$360 million for 2017-18. 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) We have no information on the number of schools which have enhanced their WiFi infrastructure using their own funds. As at February 2018, 100 schools under the “Support Scheme for e-Learning in Schools” or WiFi-100 project launched in early 2014, and 841 schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015 have completed the enhancement of WiFi infrastructure. The breakdown on these 941 schools by school type is as follows:

School type	Number and percentage of schools with enhanced WiFi infrastructure	Total number of schools
Government primary	33 (97%)	34
Government secondary	29 (94%)	31
Aided primary	428 (97%)	443
Aided secondary	395 (94%)	420
Aided special	56 (92%)	61
Total	941 (95%)	989

Note: Aided schools also include local schools under the Direct Subsidy Scheme and Caput Schools.

For 2018-19, the estimated expenditure for implementation of the ITE4 is around \$6.93 million for providing one-off grant to individual schools, that are unable to join the WiFi-900 project until the 2018/19 school year due to reasons such as relocation of school premises, 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 continuation of other support measures, such as promotion of e-safety.

(c) The remaining 5% schools which have not completed the enhancement of their WiFi infrastructure are mostly schools under the third batch of the WiFi-900 project. These schools have already received related funding under the WiFi-900 project and are expected to complete the works within the 2017/18 school year. There are only individual schools joining the WiFi-900 project in the 2018/19 school year due to special circumstances such as relocation of school premises. We have already earmarked related funding for 2018-19 to support the enhancement of WiFi infrastructure in these schools.

(d) The WiFi-900 project is not yet completed and we have just been providing a recurrent Information Technology Staffing Support Grant since August 2017. We will continue to keep in view the progress and gauge the effectiveness of various measures, and consolidate the experience of implementing e-learning with schools in a timely manner so as to map out strategies on IT in education that align with the needs of students and development of schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB482

(Question Serial No. 5739)

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 Ingrid YEUNG)
Director of Bureau: Secretary for Education

Question:

Regarding the Government expenditure on implementing e-textbooks, would the Administration please advise the following:

- (a) the work items and details of expenditure involved in the e-Textbook Market Development Scheme (EMADS) in 2017-18;
- (b) the planned use of the remaining \$13,388,000 of EMADS;
- (c) last year the Administration stated that an evaluation was in progress to assess the effectiveness of EMADS and the findings would form part of those on the impact on classroom learning and teaching in the context of the promotion of e-learning. What were the results? What was the expenditure involved in the evaluation?
- (d) At present, what is the percentage of e-textbooks among all textbooks? Please provide the breakdown by primary and secondary schools;
- (e) what were the percentages of public sector and aided primary and secondary schools adopting e-textbooks in the past three years? Please tabulate the figures by year.

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 114)

Reply:

(a) to (c)

The total amount of seeding grant approved for 6 non-profit making (NPM) organisations to develop 18 sets of e-textbooks under Phase One and Phase Two of the e-Textbook Market Development Scheme (EMADS) is around \$39.5 million. These 18 sets of e-textbooks

had been included in the Recommended e-Textbook List in or before the 2016/17 school year for selection by schools. The accumulated expenditure on EMADS up to 2016-17 was around \$34.90 million. The revised estimated expenditure for 2017-18 and the estimated expenditure for 2018-19 are around \$1.71 million and \$2.89 million respectively, for disbursement as seeding grant to the NPM organisations by instalments according to the provisions of the service agreement.

The approved funding by the Finance Committee of the Legislative Council could only be used for providing seeding grant to the NPM organisations under the 2 phases of the EMADS for developing e-textbooks. The project will be completed upon the disbursement of the final amount of seeding grant in 2018-19.

As revealed from the findings of a survey completed in August 2017, schools are taking forward IT in education smoothly. Over 95% of schools have included elements of IT in education in their school development plans, and over 90% of schools have made progress in implementing e-learning, including the use of e-textbooks or other e-learning resources according to the targets set in their school development plans since 2015. Expenditure on conducting the above survey was subsumed under the Education Bureau (EDB)'s resources.

(d)

Since the release of the Recommended e-Textbook List for e-textbooks in 2014, there have been 49 sets of e-textbooks (primary to junior secondary levels) included in the list. As for printed textbooks (primary to junior secondary levels), 313 sets have been included in the Recommended Textbook List. e-Textbooks for primary levels constitute about 16% of the total while those for junior secondary levels constitute about 11% of the total. There are no e-textbooks for senior secondary levels included in the Recommended e-Textbook List.

(e)

Since the 2015/16 school year, the EDB has been conducting an annual questionnaire survey on the use of e-textbooks among schools. According to the findings, 74.7% of primary schools and 10% of secondary schools used e-textbooks on a trial basis and/or purchased e-textbooks in the 2015/16 school year. In the 2016/17 school year, about 62.7% of primary schools and 31.3% of secondary schools purchased and used e-textbooks for one or more than one subject. Since the survey for the 2017/18 school year will not be conducted until mid-2018, figures on schools using e-textbooks in the 2017/18 school year are not yet available. Though there has not been any official survey or research on the contribution of the use of e-textbooks to learning and teaching in schools, we gather from school visits that schools are very positive about the use of e-textbooks.

- End -

CONTROLLING OFFICER'S REPLY

EDB483

(Question Serial No. 5740)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditures on teacher training in information technology in education, please advise this Committee of the following:

- (a) the expenditures and work items on teacher training in information technology in education in the past 3 years;
- (b) the number of places and participants of professional development programmes for serving computer/information and communication technology teachers in each of the past 3 years;
- (c) how the Administration designed the programmes mentioned in (b) above; whether the sector and the academic sector have been consulted; if yes, of the details; if no, of the reasons;
- (d) whether the Administration has reviewed the effectiveness of the programmes mentioned in (b) above; if yes, of the details, if no, of the reasons; and
- (e) as mentioned by the Secretary for Education on 26 October 2017, Intensive Training Programme on STEM Education would be organised for curriculum leaders and middle management of secondary and primary schools in Hong Kong by batches. Please provide details, progress, implementation timetables and targets of such work for the coming 3 school years.

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 116)

Reply:

- (a)
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 5 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 the 2015/16 to 2017/18 school years (as at February 2018), a total of about 1 100 PDPs have been conducted with about 31 800 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 information technology in education with other schools. The expenditures involved for the organisation of PDPs and the setting up of CoE schools have been subsumed under the resources of the Education Bureau.

(b)

During the period from the 2015/16 to 2017/18 school years (as at March 2018), the PDPs we organised offered 1 920, 2 400 and 1 490 places for serving Computer/Information and Communication Technology teachers, with the participation (head count) of 1 040, 1 020 and 980 teachers respectively.

(c) and (d)

The PDPs we organised for teachers are designed according to survey findings on the training of curriculum development, as well as the views gathered from PDP participants and relevant committees on curriculum development (members include school heads/teachers, academics of relevant disciplines from tertiary institutions, representatives from the sector and the Hong Kong Examinations and Assessment Authority). The effectiveness of PDPs are evaluated through participant questionnaires and class observations.

(e)

From the 2017/18 to 2019/20 school years, we have been implementing the Intensive Training Programme (ITP) on STEM Education by batches for school heads and middle managers of all public sector and Direct Subsidy Scheme primary and secondary schools, with 2 batches each school year. The ITP aims to strengthen the capacity of curriculum leaders in holistic curriculum planning and cross-subject/cross-team collaboration, as well as in leading the teaching force for the implementation of STEM education. The first batch of ITP was completed in February 2018, with the participation (head count) of 1 217 and 1 349 teachers from 100 secondary schools and 64 primary schools respectively. The second batch of ITP has already commenced and is expected to be finished within this school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB484

(Question Serial No. 5741)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Would the Government advise this Committee of the following:

- (1) the number of hours of coding education lessons at senior secondary level and the number of students involved in 2017-18;
- (2) programmes related to coding education organised for serving computer/information and communication technology teachers, details of the programmes concerned, and the number of participants over the years;
- (3) the work items, timetable, manpower and expenditure involved for the implementation of coding education as mentioned in the Report on Promotion of STEM Education – Unleashing Potential in Innovation in 2017-18; the work items, timetable, manpower and expenditure involved for 2018-19; and
- (4) last year, the Education Bureau stated that it had been engaging professional/community organisations in the enhancement of programming education in secondary schools. Please provide the details of the work, progress of the work, timetable, and the list of the professional/community organisations.

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 118)

Reply:

- (1) The Information and Communication Technology (ICT) curriculum at senior secondary level covers programming elements in both its compulsory and elective parts and recommends an allocation of 24 and 75 hours of curriculum time respectively on topics related to programming. Regarding the number of students taking ICT, we are still compiling the number for the 2017/18 school year and the number for the 2016/17 school year was about 20 030.

(2) The Education Bureau (EDB) organises professional development programmes in coding education for serving teachers teaching Computer /ICT to enhance the pedagogical knowledge of participants in developing students' programming skills. The numbers of participants in the 2015/16 and 2016/17 school years were 654 and 903 respectively. The estimated number of participants in the 2017/18 school year is about 1 400.

(3) The recommended measures related to coding education set out in the Report on "Promotion of STEM Education – Unleashing Potential in Innovation" have been implemented progressively. In the 2017/18 school year, we published the "Computational Thinking – Coding Education: Supplement to the Primary Curriculum" (Supplement). Related teacher professional development programmes have been launched and the development of learning and teaching resources for teachers is also under way. Starting from the 2017/18 school year, we have been organising in phases the "Workshops on Computational Thinking – Coding Education for Primary Schools" for all public sector primary school teachers, with a view to enabling teachers understand the content of the Supplement and enhancing their pedagogical knowledge in developing students' computation thinking and programming skills. Moreover, we are developing learning and teaching resources for schools on programming to control physical objects. In the 2018/19 school year, we will continue to organise workshops and develop learning and teaching resources. As the expenditure for the above measures is subsumed under the overall expenditure of the EDB, a breakdown of expenditure by item is not available.

(4) The EDB organised the Hong Kong Olympiad in Informatics (HKOI) jointly with the Hong Kong Association for Computer Education this year, with an aim to promoting students' interest in programming. The best contestants of the HKOI are undergoing training currently and those who have outstanding performance in the training programmes may be selected to represent Hong Kong to participate in the International Olympiad in Informatics 2018 or the National Olympiad in Informatics 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB485

(Question Serial No. 4000)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Has the Government provided any funding to update the teaching materials about sex education for secondary schools on its website(s) over the past 5 years?

Asked by: Hon SHIU Ka-chun (Member Question No. (LegCo use): 300)

Reply:

As part of values education, sex education is included in the Key Learning Areas, subjects and the curricula of moral and civic education of secondary schools. To support schools in implementing values education (including sex education), the Education Bureau (EDB) has been producing web-based learning and teaching resources on various subjects. Furthermore, tertiary institutions, relevant government departments and organisations/bodies (e.g. the Equal Opportunities Commission) have been invited to co-organise related courses/seminars/ workshops, etc. on a range of themes, such as “How to Promote Sex Education Effectively in Primary/Secondary Schools”, “Mass Media, Gender Role and Gender Equality Education” and “Gender Equality Education and Prevention of Sexual Harassment and Dating Violence”. These learning and teaching resources have been uploaded onto the EDB’s webpage for teachers’ reference. The expenditure involved in developing such resources has been subsumed under the recurrent expenditure of relevant sections of the EDB. In addition, the EDB has commissioned the Family Planning Association of Hong Kong to produce sex education animation resources and lesson plans which cover various topics for the 4 Key Stages (KSs). For example, “Gender Equality” and “Prevention of Sexual Child Abuse” for KS 1, “Sexual Harassment among Peers” and “Impacts of Browsing Online Pornography” for KS 2, “Mobile Apps and Sexual Networking Traps” and “Dating Violence” for KS 3, “Gender Stereotypes” and “Online Naked Chat” for KS 4, etc. Launched in 2015, these animation resources and lesson plans involved an expenditure of \$470,000.

- End -

CONTROLLING OFFICER'S REPLY

EDB486

(Question Serial No. 5205)

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

Question:

- (a) What is the respective number of local and non-local candidates of the Hong Kong Diploma of Secondary Examination (HKDSE) in each of the past 5 years?
- (b) How many of the non-local candidates of the HKDSE are citizens of Mainland China?

Asked by: Hon TAM Man-ho, Jeremy (Member Question No. (LegCo use): 599)

Reply:

(a) & (b)

According to the information provided by the Hong Kong Examinations and Assessment Authority (HKEAA), a person who has met the entry requirements may enter for the Hong Kong Diploma of Secondary Education Examination (HKDSE) as a private candidate. When enrolling for the HKDSE, candidates only need to submit their Hong Kong Identity Card (HKIC) or valid identification document for making relevant examination arrangements and identity verification. However, declaration of nationality is not required and the HKEAA will not collect and handle any personal data irrelevant to examination administration. Hence, we do not have any statistics on the number of local and non-local candidates of the HKDSE.

Every year, only a very small number of candidates do not use HKIC to enter for the HKDSE. The HKEAA does not collect information on whether candidates using documents other than HKICs come from Mainland China or belong to other nationalities.

The number of candidates (including school candidates and private candidates) who did not use HKIC to enter for the HKDSE from 2014-2018 is as follows:

Year of examination	No. of candidates not using HKIC to enter for the HKDSE (%)
2018	184 (0.3%)
2017	55 (0.09%)
2016	42 (0.06%)
2015	41 (0.06%)
2014	45 (0.06%)

- End -

CONTROLLING OFFICER'S REPLY**EDB487****(Question Serial No. 5255)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

How many Hong Kong residents pursued studies in the Mainland in each of the past 5 years? How many of them were Hong Kong permanent residents?

	Number of Persons / Permanent Residents				
	2013	2014	2015	2016	2017
Early Childhood Education					
Primary School					
Secondary School					
Undergraduate					
Master					
Doctorate					

Asked by: Hon TAM Man-ho, Jeremy (Member Question No. (LegCo use): 713)Reply:

The Government does not maintain records of the number of Hong Kong students pursuing studies in the Mainland. Nevertheless, according to information provided by the Ministry of Education, the number of Hong Kong students studying in Mainland post-secondary institutions and research institutes from 2014 to 2016 is tabulated below. We do not have information on 2013 and 2017.

Year	2014	2015	2016
Undergraduate	13 376	13 550	13 301
Master	948	938	959
Doctorate	867	844	915
Total number of students	15 191	15 332	15 175

Note: The above data are as at the end of the year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB488

(Question Serial No. 5496)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

On the provision of educational support for non-Chinese speaking (NCS) students, please advise this Committee of the following:

- (1) the amount of resources to support NCS students in learning Chinese and assist schools and teachers that adopt the Chinese Language Curriculum Second Language Learning Framework in resolving the difficulties with curriculum design, as well as the details and expenditure of relevant measures in the past 3 years.
- (2) the measures to be taken in 2018-19 to strengthen support for NCS students to overcome the inadequacies of the Chinese Language Curriculum Second Language Learning Framework.

Asked by: Hon WU Chi-wai (Member Question No. (LegCo use): 180)

Reply:

- (1) and (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 non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools. The “Learning Framework” is applicable to all public sector primary and secondary schools and Direct Subsidy Scheme schools offering the local curriculum which admit NCS students. The estimated expenditure for the related support measures from the 2015/16 to 2018/19 school years is tabulated at the Annex.

The EDB has implemented the “Learning Framework” since the 2014/15 school year. The first cohort of NCS students that starts learning Chinese

under the “Learning Framework” in Primary 1 is now studying in Primary 4. It takes time for these support measures to take root and sustain. The EDB has been reviewing the implementation of the “Learning Framework”. In the 2018/19 school year, the EDB will render support to schools on an ongoing basis by, among others, regularly organising professional development programmes related to the “Learning Framework” for teachers, offering diversified school-based professional support services to schools that admit NCS students, and providing teachers with various resources in learning and teaching of a second language, such as assessment tools and reference materials for teaching. The EDB is, in collaboration with tertiary institutions, developing teaching materials suitable for NCS students, including a series of teaching materials for lower primary levels and a total of 8 sets of teaching materials for Levels 2 and 3 of the “Learning Framework”. These materials have been, by phases, uploaded to the EDB website and distributed to public sector schools and students in the form of “textbooks”. The development of relevant teaching materials will continue in the 2018/19 school year. The EDB will collect feedback from teachers and refine these materials from time to time. Separately, the EDB will maintain liaison with tertiary institutions and language experts and explore whether teaching materials for other Levels of the “Learning Framework” can be developed.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2015/16 to 2018/19 school years**

Support measures	Actual expenditure in the 2015/16 school year \$million	Actual expenditure in the 2016/17 school year \$million	Estimated expenditure in the 2017/18 school year \$million	Estimated expenditure in the 2018/19 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	245.1 Note	258.5 Note	273.4 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	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.

Support measures	Actual expenditure in the 2015/16 school year \$million	Actual expenditure in the 2016/17 school year \$million	Estimated expenditure in the 2017/18 school year \$million	Estimated expenditure in the 2018/19 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 parents of NCS students with a view to strengthening collaboration with parents of NCS students in the support for NCS students' learning of Chinese	3.7	3.9	4.4	5.2
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow parents of NCS students 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	2.3	2.7
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.4	6.7	7.4	8.2

Support measures	Actual expenditure in the 2015/16 school year \$million	Actual expenditure in the 2016/17 school year \$million	Estimated expenditure in the 2017/18 school year \$million	Estimated expenditure in the 2018/19 school year \$million
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations, such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.09	2.58	2.95	3.25

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 the EDB and/or different Funds including University-School Support Programmes projects funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB489

(Question Serial No. 5498)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the support for non-Chinese speaking (NCS) students, please inform this Committee of the following:

1) the expenditure and manpower on pre-primary education for NCS students in 2016-17 and 2017-18?

2) whether additional resources will be provided in 2018-19 to develop a curriculum that helps NCS students learn Chinese effectively during the golden period for language learning? If yes, what are the details?

Asked by: Hon WU Chi-wai (Member Question No. (LegCo use): 181)

Reply:

All eligible students (including non-Chinese speaking (NCS) students and local students) similarly benefit from our policies and support measures for kindergarten (KG) education. In the 2016/17 school year under the Pre-primary Education Voucher Scheme (PEVS), and starting from the 2017/18 school year with the launch of the new KG education scheme (Scheme), NCS students and local students benefit similarly. The relevant expenses have been subsumed under the overall expenditure of KG education, and therefore a breakdown of expenditure is not available.

As for the measures specifically put in place for NCS students, we have strengthened teachers' training and school-based professional support, and provided additional funding under the Scheme. All KGs, regardless of the number of NCS students admitted, may apply for related teacher training and school-based professional support services. Regarding teachers' training, the Education University of Hong Kong offered a new programme in the 2017/18 school year, namely Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children, while it continues to offer the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and

NCS Children programme funded by the University Grants Committee. Besides, we have commissioned a tertiary institution to offer KG teachers a basic training programme on support to NCS students' learning of Chinese. In the 2017/18 school year, the estimated expenditure on this programme is \$1.4 million. We have set specific targets for teachers' training. For KGs joining the Scheme and receiving the grant for supporting NCS students, they should have at least 1 teacher completed the Education Bureau's basic training programme by the end of the 2018/19 school year; and all KGs participating in the Scheme and admitting NCS students (regardless of the number) should meet this requirement by the end of the 2020/21 school year. To facilitate KGs in arranging teachers to attend the specified training on supporting NCS students, a supply teacher grant will be provided starting from the 2018/19 school year. The estimated expenditure on the programme and supply teacher grant for the 2018/19 school year is \$1.8 million. As regards the school-based professional support services, the relevant expenses and manpower resources are subsumed under the overall expenditure of EDB and/or different funds, and therefore a breakdown of expenditure is not available. In addition, KGs admitting 8 or more NCS students are eligible for an additional grant to support NCS students. The grant is open to applications throughout the school year. In the 2017/18 school year, the estimated expenditure on the grant is \$56 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB490

(Question Serial No. 5503)

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 Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding the support for “time-limited” schools, please advise this Committee of the following:

- (1) the work, measures and expenditures involved in recruiting social workers and guidance personnel or strengthening special education to support “time-limited” schools in each of the past 3 years;
- (2) considering that students rejected by regular schools are mostly allocated a place in “time-limited” schools and many of these students have learning disabilities or emotional problems, whether the Government will provide additional regular social workers and guidance personnel in the 2018/19 school year for “time-limited” schools to enhance their handling capacity?
- (3) whether the Government will, in the 2018/19 school year, strengthen these schools’ staff establishment to handle special educational needs, provide assistance to teachers in preparing teaching materials for students with learning disabilities or provide additional Administration Grant for hiring teaching or administrative assistants to relieve teachers’ non-teaching administrative workload?

Asked by: Hon WU Chi-wai (Member Question No. (LegCo use): 182)

Reply:

(1) to (3)

“Time-limited schools” are aided primary schools and are no different from other aided primary schools in terms of general operation, including student admission, student support and resources deployment, except that there is a special requirement on operation period. “Time-limited schools”, just like other aided primary schools, may utilise their resources and deploy manpower to provide appropriate educational services for students according to

school-based circumstances. Under the existing system, while public sector schools have to accept all students allocated through the Primary One Allocation System, “time-limited schools” will not be allocated a larger proportion of students with learning disabilities or emotional problems.

Teachers are working in collaboration with student guidance personnel and professionals to provide, in a holistic and integrated manner, remedial, preventive and developmental guidance services for all students under the Comprehensive Student Guidance Service (CSGS) policy. Public sector primary schools (including “time-limited 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/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). The expenditure on the provision of CSGS for “time-limited schools” in the 2015/16 and 2016/17 school years is \$0.552 million and \$1.095 million respectively, while the estimated expenditure for the 2017/18 school year is \$1.639 million. Starting from the 2018/19 school year, more resources will be provided for public sector primary schools (including “time-limited schools”) to encourage them to strengthen and enhance their social work and guidance services according to school-based circumstances, with a view to ultimately achieving the target of “one school social worker for each school”. Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post or receive an equivalent subsidy for employing a registered graduate school social worker or hire the service of a registered graduate social worker stationed in school from a social work service provider. Furthermore, schools are provided with a consultation service grant for hiring consultation, supervision or other related services to support school social workers. The existing Top-up Student Guidance Service Grant will also be enhanced so that all schools can receive more resources under the enhanced funding mode, with a view to strengthening school social work and guidance services. For schools currently having opted to employ Student Guidance Teachers (SGT), they can continue with the present arrangements (including appointment of SGTs, regrading of existing non-graduate SGTs and transfer of existing SGTs under the same sponsoring body) based on school needs. Furthermore, the Education Bureau (EDB) will review the mode of collaboration between student guidance and social work services as well as communicate with the education sector and explore with them various feasible proposals, so as to enable schools to adopt the best way to provide social work and guidance services for supporting students.

To help public sector schools cater for students with special educational needs (SEN), the EDB has been providing these schools (including time-limited schools) with additional resources on top of regular subvention, professional support and teacher training. The additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for hardcore cases, etc. For professional support services, apart from the on-site support provided by the EDB personnel, the School-based Educational Psychology Service has covered all public sector primary and secondary schools (including time-limited schools) by the 2016/17 school year. Furthermore, starting from the 2017/18 school year, the EDB will, by phases in 3 years, provide each public sector mainstream primary and secondary school with an additional graduate teacher post so that schools could assign a designated teacher as Special Educational Needs Coordinator (SENCO) to support integrated education. This measure also covers time-limited schools. Schools should deploy school resources

holistically and flexibly to render appropriate support services to students with SEN. All students with SEN studying in public sector primary and secondary schools (including time-limited schools) will benefit from the above support measures and services. Some expenditures (e.g. on-site support provided by the EDB personnel and teacher training) are on services for students with SEN as a whole. Hence, we are not able to provide a breakdown of expenditure by time-limited school.

The Government has all along been providing adequate recurrent resources to assist schools (including “time-limited schools”) in handling day-to-day administrative and clerical work. Apart from the Administration Grant, public sector schools (including “time-limited schools”) may also deploy flexibly other cash grants, including the Capacity Enhancement Grant, the Supplementary Grant and the Administration Grant for Additional Clerical Assistant, etc., having regard to their school-based needs, to hire outside services and/or additional clerical staff outside the regular establishment to assist teachers in handling non-teaching administrative work. The above grants are constituent grants under the Expanded Operating Expenses Block Grant (EOEBG). The EOEBG covers ambits of all its constituent grants. It can be used for purposes related to teaching and learning, operation and development of schools. Under the principle of flexible deployment of the block grant, if schools (including “time-limited schools”) consider it necessary to hire additional administrative, clerical and ancillary staff outside the regular establishment to cater for the diversified learning needs of students and cope with different school circumstances, they may hire additional staff to relieve teachers’ workload and enhance teaching effectiveness in accordance with the principles governing the use of EOEBG.

- End -

CONTROLLING OFFICER'S REPLY

EDB491

(Question Serial No. 5506)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee:

1. of the follow up work undertook in 2017-18 and will be undertaken in 2018-19 by the Education Bureau in response to the recommendations set out in the Report No. 65 of the Director of Audit regarding the disposal of vacant school premises (VSP);
2. of the location, site area, the number of years for which it has been left idle, current status and planned use of each of the 29 VSP mentioned in the Report No. 65 of the Director of Audit, with a breakdown by district;
3. of the location, site area, the number of years for which it has been left idle, current status and planned use of each of the 71 VSP, the physical possession of which has not been delivered to the Government after cessation of school operation, mentioned in the Report No. 65 of the Director of Audit, with a breakdown by district; and
4. whether the Government will consider loaning VSP to schools of smaller size or community groups in the same district for activities and events or recreational use respectively; if so, of the details.

Asked by: Hon WU Chi-wai (Member Question No. (LegCo use): 183)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) into gainful use. When there is a vacant or to-be-vacant school premises, the 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 reallocated for school or other educational use. Once the EDB confirms that the VSP are no longer required by the EDB for reallocation for school uses, the EDB would inform the Planning

Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for the PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism. According to the mechanism, while the EDB is allowed to retain VSP for school use, for premises which are proposed to be used for educational uses other than school use, the EDB needs to put forward its proposed use with justification to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

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 (PAC) tabled at the Legislative Council (LegCo) on 17 February 2016, the EDB has undertaken a series of measures to improve the handling and disposal of VSP. Firstly, the 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, the 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 the LandsD's advice, including the land status and compliance with the related land leases, tenancy agreements or land licenses. With reference to the information verified by the LandsD, the EDB has reviewed those addresses in accordance with the prevailing mechanism. It is confirmed that 14 addresses had already been handled by the PlanD under the central clearing house mechanism. The short-term use (under Short Term Tenancy with the LandsD) of 1 premises had ended in 2017, and the EDB has retained this VSP for possible school use in accordance with the prevailing mechanism. For the remaining 93 addresses, it is confirmed that they either cannot be reallocated or are no longer required by the EDB for reallocation for school use because of various reasons. Hence, the EDB has informed the PlanD and other relevant departments (such as the LandsD and the HD) of these 93 addresses in September 2017 in accordance with the central clearing house mechanism for the PlanD's consideration of suitable alternative long-term uses.

In respect of the 29 VSP under the EDB's purview that were not being used as at 30 April 2015 as mentioned in the Report No. 65 of the Director of Audit, as at end-February 2018, 17 of them have been reused (one being used by the EDB as office, and the remaining redeployed for school or other educational uses) and are no longer VSP; the EDB has informed the PlanD and other relevant departments (such as the LandsD and the HD) of 7 VSP in accordance with the central clearing house mechanism for the PlanD's consideration of suitable alternative long-term uses. The remaining 5 VSP are earmarked/retained for school or other educational uses by the EDB in accordance with the aforementioned mechanism.

With regard to the 71 VSP the physical possession of which had not been delivered to the Government after the cessation of school operation as at 30 April 2015 as mentioned in the Report No. 65 of the Director of Audit, the Government has stated in the Government Minute in response to the report of the PAC tabled at the LegCo on 24 May 2017 that the Government's follow-up actions will focus on the 41 cases for which action is warranted. The Government is not in a position to take further action on the remaining 30 cases, including 28 cases where the land leases for the private land concerned do not contain a cessation/diminution of user clause allowing the Government to re-enter the land after cessation of school use and 2 cases where uses other than school use are allowed. Among the 41 VSP warranting further action, the EDB has informed the PlanD and other relevant

departments (such as the LandsD and the HD) of 22 VSP in accordance with the central clearing house mechanism for the PlanD's consideration of suitable alternative long-term uses. As at February 2018, 18 out of the remaining 19 VSP have been put to use again for school or other educational uses and are no longer VSP. For the remaining one VSP, the relevant school sponsoring body has initiated the site surrender process and the EDB is taking follow-up actions on the earmarked school use.

As at end-February 2018, there are 9 VSP under the 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 the EDB). Information on these premises is set out in the table below.

No.	District	Name of former school	Address	School year in which the school ceased operation (Note)	Site area of school premises (rounded to the nearest hundred m²)
1	Wanchai	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2006/07	2 000
2	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Aberdeen, Hong Kong	2012/13	6 000
3	Kwun Tong	St. Joseph's Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	2011/12	2 900
4	Kowloon City	Pui Shing Catholic Secondary School	1D Oxford Road, Kowloon	1992/93	2 200
5	Wong Tai Sin	S.K.H. Ching Shan Primary School	3 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	3 700 (Total)
6	Wong Tai Sin	S.K.H. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
7	Sham Shui Po	Kowloon Junior School	4 Rose Street, Yau Yat Chuen, Kowloon	2013/14	3 700

8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Lane, Tai Po, New Territories	1999/00	2 400
9	Islands	Cheung Chau Public School	School Road, Cheung Chau, New Territories	2006/07	5 800

Note: “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.

The EDB would take into account a basket of factors and periodically assess the possible educational use of VSP under the 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 in view of the uncertainty involved. In addition, the EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment; decanting use by schools undergoing in-situ redevelopment or extension works; allocating school premises for operation of international schools, etc. It is therefore inappropriate and impracticable to impose any fixed target on the length of the vacancy period of a VSP or the number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, the 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 the 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, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used. As the VSP under the EDB’s purview have been earmarked/retained for educational uses, they will not be made available for application for use by community groups.

- End -

CONTROLLING OFFICER'S REPLY

EDB492

(Question Serial No. 5315)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (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:

Regarding the Non-means-tested Loan Schemes (NLS), will the Government advise this Committee on—

1. the numbers of courses under the NLS;
2. the respective numbers of loan applications, the numbers of applicants who were approved loans and the amounts of loans disbursed in the past 5 years;
3. the respective amounts of loans repaid and the interest paid in the past 5 years;
4. the current number of borrowers defaulted on loan repayment and the amount in arrears; the highest debt age and the largest amount in default; and
5. the respective numbers of successful write-off cases and the amounts involved in the past 5 years.

Asked by: Hon CHAN Hak-kan (Member Question No. (LegCo use): 57)

Reply:

1. As at 31 January 2018, the respective numbers of courses under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows—

	No. of Courses
A. NLSFT	716
B. NLSPS	996
C. ENLS	2 666
Total	4 378

2. Information on student loans provided under the NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years is as follows–

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
A. NLSFT					
Number of applications	10 493	12 746	14 471	15 337	15 393
Number of applications approved	10 422	12 011	13 271	14 132	13 769
Total amount of loans disbursed (\$ million)	355.54	398.59	425.23	446.79	433.31
B. NLSPS					
Number of applications	19 646	19 250	20 752	20 996	16 661
Number of applications approved	19 216	18 829	20 216	20 520	14 757
Total amount of loans disbursed (\$ million)	650.55	708.04	792.14	827.93	556.91
C. ENLS					
Number of applications	7 863	7 287	6 883	6 908	5 654
Number of applications approved	7 863	7 287	6 883	6 908	5 389
Total amount of loans disbursed (\$ million)	360.09	353.45	347.38	366.39	241.84
Total					
Number of applications	38 002	39 283	42 106	43 241	37 708
Number of applications approved	37 501	38 127	40 370	41 560	33 915
Total amount of loans disbursed (\$ million)	1,366.18	1,460.08	1,564.75	1,641.11	1,232.06

* As at 31 January 2018

3. The total amounts of loans repaid and the total amounts of interest paid for the loan repayment accounts under the NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows–

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
A. NLSFT					
Total amount of loans repaid (\$ million)	223.79	227.94	230.26	254.81	142.25
Total amount of interest paid (\$ million)	28.06	27.07	25.58	27.08	13.77
B. NLSPS					
Total amount of loans repaid (\$ million)	357.51	392.07	396.63	448.29	233.76
Total amount of interest paid (\$ million)	48.61	50.25	49.16	54.32	26.73
C. ENLS					
Total amount of loans repaid (\$ million)	431.48	421.94	387.60	394.99	200.33
Total amount of interest paid (\$ million)	53.07	51.25	44.76	44.66	21.72
Total					
Total amount of loans repaid (\$ million)	1,012.78	1,041.95	1,014.49	1,098.09	576.34
Total amount of interest paid (\$ million)	129.74	128.57	119.50	126.06	62.22

* As at 31 January 2018

4. The numbers of default cases[^] and the amounts in default[@] under the NLSFT, NLSPS and ENLS as at 31 January 2018 are as follows—

A. NLSFT	
Number of default cases	918
Amount in default (\$ million)	14.62
B. NLSPS	
Number of default cases	2 313
Amount in default (\$ million)	46.76
C. ENLS	
Number of default cases	5 297
Amount in default (\$ million)	69.37
Total	
Number of default cases	8 528
Amount in default (\$ million)	130.75

[^] Cases with 2 or more consecutive overdue quarterly instalments / 6 or more consecutive overdue monthly instalments are regarded as default cases. The numbers of default cases as at 31 January 2018 including cases where loan borrowers started repayment in the 2017/18 academic year and the previous academic years but are still in default as at that date.

@ The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from the previous academic years and arising in the 2017/18 academic year (as at 31 January 2018).

As at 31 January 2018, the debt ages of all default cases (excluding default cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement, or deferment applications / write-off applications being processed by the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency were within 1 year, and the largest amount in default was about \$69,000.

5. As student loans are funded by public money, SFO endeavours to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. Regarding the NLSFT, NLSPS and ENLS, the numbers of write-off cases and the amounts involved in the 2013/14 to 2017/18 academic years are as follows–

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
A. NLSFT					
Number of write-off cases [^]	4	5	5	2	1
Amount involved (\$ million)	0.28	0.22	0.17	0.19	0.03
B. NLSPS					
Number of write-off cases [^]	15	4	2	3	2
Amount involved (\$ million)	1.49	0.45	0.05	0.42	0.07
C. ENLS					
Number of write-off cases [^]	54	63	43	27	2
Amount involved (\$ million)	2.06	1.99	1.21	0.84	0.08
Total					
Number of write-off cases[^]	73	72	50	32	5
Amount involved (\$ million)	3.83	2.66	1.43	1.45	0.18

* As at 31 January 2018

[^] A write-off case may involve more than 1 loan repayment account of 1 or more financial assistance scheme(s) administered by SFO.

The outstanding student loans above were irrecoverable and written off mainly due to the decease of loan borrowers and their indemnifiers' inability to repay the loans or bankruptcy of both the loan borrowers and their indemnifiers.

- End -

CONTROLLING OFFICER'S REPLY

EDB493

(Question Serial No. 5545)

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 mentioned that it would provide an additional grant for children of needy families to defray school-related expenses incurred from the students' kindergarten education starting from 2017/18 school year. What are the details of implementation and the expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 70)

Reply:

Applicants who pass the means 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 full grant rate for the 2017/18 school year is \$3,885 which is pegged at the level of grant for school-related expenses for kindergarten students under the Comprehensive Social Security Assistance. The expenditure for the grant for school-related expenses is about \$119.3 million in the 2017/18 school year (as at 31 January 2018). The estimated expenditure for the 2018/19 school year is \$125.6 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB494****(Question Serial No. 5550)**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 3 years.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 75)Reply:

The expenditure involved in processing applications under the TSFS in the 2015/16 to 2017/18 (as at 31 January 2018) academic years is as follows:

Academic Year	Expenditure Involved (\$ million)
2015/16	43.8
2016/17	47.2
2017/18*	43.3

* As at 31 January 2018

- End -

CONTROLLING OFFICER'S REPLY**EDB495****(Question Serial No. 4486)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP) and the Non-means-tested Loan Schemes (NLS), please provide the respective amounts of outstanding loan principal which have not yet been repaid by loan borrowers and the numbers of cases involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 615)

Reply:

As at 31 January 2018, the numbers of loan repayment accounts and the amounts of outstanding loan principal under repayment under the TSFS, FASP and 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) are as follows –

(A) TSFS	
Number of loan repayment accounts	22 710
Amount of outstanding loan principal under repayment (\$ million)	915

(B) FASP	
Number of loan repayment accounts	24 336
Amount of outstanding loan principal under repayment (\$ million)	865
(C) NLS	
Number of loan repayment accounts	127 228
Amount of outstanding loan principal under repayment (\$ million)	6,227

- End -

CONTROLLING OFFICER'S REPLY**EDB496****(Question Serial No. 4896)**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), the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Non-means-tested Loan Schemes (NLS), please provide the actual expenditure on “administrative cost” in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 7043)Reply:

The expenditure involved in processing applications under the FASP, TSFS and NLS in the 2013/14 to 2017/18 (as at 31 January 2018) academic years is as follows:

Academic Year	Expenditure Involved (\$ million)		
	FASP	TSFS	NLS
2013/14	34.6	33.5	31.7
2014/15	36.2	38.8	33.0
2015/16	42.3	43.8	34.9
2016/17	50.0	47.2	35.2
2017/18*	45.3	43.3	31.0

* As at 31 January 2018

- End -

CONTROLLING OFFICER'S REPLY

EDB497

(Question Serial No. 4900)

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:

It is mentioned in the Budget Speech that a measure will be introduced for “providing a one-off grant of \$2,000 to each student in need to support learning, involving an expenditure of about \$740 million”. Please advise on the details, including the definition of “student in need” and the disbursement arrangement.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 7205)

Reply:

The Government has proposed in the 2018-19 Budget that a one-off grant of \$2,000 be disbursed to needy students, including:

- (i) students from pre-primary to post-secondary level who apply for and are assessed as eligible for any means-tested financial assistance provided by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the 2018/19 school year; or
- (ii) children attending kindergartens, child care centres, primary schools and secondary schools who are eligible to receive the flat-rate grant for selected items of school related expenses under the Comprehensive Social Security Assistance (CSSA) Scheme in the 2018/19 school year.

Eligible students do not have to submit applications for the said grant. Subject to the approval of the funding proposal by the Legislative Council, SFO plans to disburse the one-off grant to eligible students through autopay arrangement starting from October 2018. The Social Welfare Department expects that the grant can be disbursed to eligible CSSA students in batches through the existing payment arrangement (i.e. through autopay to the designated bank accounts of the recipients) from August 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB498

(Question Serial No. 6152)

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 respective 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 5 years.
2. Please set out the situation of application for financial assistance under TSFS and FASP by students from CSSA families and the assistance items involved in the past 5 years.
3. Please set out the situation of application for financial assistance under TSFS and FASP by students from CSSA families and the amount of funding involved in the past 5 years.
4. Please set out the numbers of successful TSFS and FASP applicants from CSSA families who were granted the hostel subsidy for needy undergraduates provided by the Community Care Fund (CCF) since 2014, and the amount of funding involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 2044)

Reply:

- 1-3 All applicants from families in receipt of the CSSA are eligible for financial assistance in the form of full grants and loans under respective schemes. In the 2013/14 to 2017/18 academic years, the numbers and percentages of successful applicants from CSSA families under the TSFS and FASP, the numbers of these applicants disbursed with grants and loans, and the total amounts of grants and loans disbursed are as follows:

	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
TSFS					
(a) Number of successful applicants	28 701	26 802	25 172	23 364	20 388
(b) Number of successful applicants from CSSA families (%)	5 167 (18.0%)	5 163 (19.3%)	4 772 (19.0%)	4 443 (19.0%)	4 125 (20.2%)
(c) Number of applicants in (b) disbursed with grants	5 167	5 163	4 772	4 443	4 125
(d) Total amount of grants disbursed to applicants in (c) (\$ million)	244.05	249.46	232.63	216.97	202.79
(e) Number of applicants in (b) disbursed with loans	1 737	1 562	1 368	1 160	983
(f) Total amount of loans disbursed to applicants in (e) (\$ million)	67.89	63.39	57.77	53.35	46.34
FASP					
(a) Number of successful applicants	26 657	23 002	22 106	20 236	15 982
(b) Number of successful applicants from CSSA families (%)	6 079 (22.8%)	5 000 (21.7%)	4 643 (21.0%)	4 344 (21.5%)	3 988 (25.0%)
(c) Number of applicants in (b) disbursed with grants	6 079	5 000	4 643	4 344	3 988
(d) Total amount of grants disbursed to applicants in (c) (\$ million)	338.07	295.87	281.81	270.19	204.90 [#]
(e) Number of applicants in (b) disbursed with loans	1 923	1 576	1 300	1 202	993
(f) Total amount of loans disbursed to applicants in (e) (\$ million)	75.21	63.76	55.44	55.63	39.85

* As at 31 January 2018

The total amount of grants disbursed had dropped mainly due to a lower demand for grants to meet tuition fees from some applicants who had benefited from the tuition fee subsidy of \$30,000 introduced under the Non-means-tested Subsidy Scheme in 2017.

4. In the 2014/15 to 2017/18 academic years, the numbers of CSSA applicants under the TSFS and FASP who received the hostel subsidy funded by the CCF are as follows:

	Academic Year			
	2014/15	2015/16	2016/17	2017/18 [@]
TSFS				
Number of applicants from CSSA families disbursed with hostel subsidy	1 001	1 015	913	788
Amount of hostel subsidy disbursed to applicants from CSSA families (\$ million)	7.10	7.54	7.15	3.50
FASP				
Number of applicants from CSSA families disbursed with hostel subsidy	25	77	90	81
Amount of hostel subsidy disbursed to applicants from CSSA families (\$ million)	0.17	0.49	0.61	0.36

@ The figures show the number of applicants from CSSA families disbursed with the hostel subsidy for the first term of the 2017/18 academic year. The subsidy for the second term will be disbursed around July 2018.

- End -

CONTROLLING OFFICER'S REPLY**EDB499****(Question Serial No. 6361)**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 information on the following item related to children:

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. (LegCo use):2508)Reply:

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 from pre-primary to secondary level in the 2017/18 school year (as at 31 January 2018) are 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	20 761	3 161	12 563
Primary and secondary level	97 247	NA	59 061

* For families with more than one child receiving financial assistance under various schemes at different education levels, they are counted in the respective schemes simultaneously.

- End -

CONTROLLING OFFICER'S REPLY**EDB500****(Question Serial No. 4209)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What is the average amount of student loan debts owed by university graduates to the Student Finance Office (SFO)? To help the “n-have nots” young people, will the Government consider buying back these debts from SFO?

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 121)

Reply:

Based on the information of student loan borrowers who commenced loan repayment in the 2016/17 academic year, the average loan amounts by financial assistance scheme are as follows –

Scheme	Average loan amount ^{^^} (\$)
(A) Tertiary Student Finance Scheme - Publicly-funded programmes (TSFS)	65,680
(B) Financial Assistance Scheme for Post-secondary Students (FASP)	56,986
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students	86,862
(D) Non-means-tested Loan Scheme for Post-secondary Students	122,390
(E) Extended Non-means-tested Loan Scheme	73,434

^{^^} The average loan amount is calculated based on the total amount of loans disbursed to the student loan borrowers upon their commencement of repayment in the 2016/17 academic year.

Information on the average loan amount of student loan borrowers who commenced loan repayment in the 2017/18 academic year is not yet available.

The Government reviews the student loan repayment arrangements 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 the TSFS and FASP from 2.5% to 1% per annum (interest free during the study period) since the 2012/13 academic year. The standard repayment period has also been extended from 5 years to 15 years. To tie in with the arrangements of means-tested loan schemes, the standard repayment period of the 3 non-means-tested loan schemes has also been extended from 10 years to 15 years since the 2012/13 academic year. The prevailing interest rate is 1.132% per annum. Regarding the information of student loan borrowers who commenced loan repayment in the 2016/17 academic year as tabulated above, the average monthly repayment amounts are \$393, \$341, \$540, \$761 and \$450 respectively.

In addition, to ease the financial burden of loan borrowers upon graduation and to allow them more time to seek a stable job, loan borrowers are given the option of starting the student loan repayment one year upon completion of their studies. Loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, serious illnesses or further full-time studies may apply for a deferment of loan repayment. If their deferment applications are approved, a maximum of 2 years' interest-free extension of the loan repayment period can be allowed, which means that the entire repayment period can be extended up to 17 years.

These measures can appropriately alleviate the repayment burden of student loan borrowers. The government has no plans to waive the repayment of student loans disbursed under various financial assistance schemes.

- End -

CONTROLLING OFFICER'S REPLY

EDB501

(Question Serial No. 4316)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP) and the Non-means-tested Loan Schemes (NLS), please advise this Committee on–

1. the manpower and expenditure involved in administering the TSFS, FASP and NLS in the past 5 years;
2. the total amounts of loans disbursed under the TSFS, FASP and NLS;
3. the numbers of student loan borrowers who have not fully repaid their loans for over 10 years by study level of the programmes (bachelor degree programme, sub-degree programme, higher diploma programme and master degree programme) in table form; and
4. the average, highest, lowest and median loan amounts disbursed for each loan borrower in the past 5 years.

Reply:

1. The numbers of staff members and total expenditure involved in processing applications under the TSFS, FASP and NLS in the 2013/14 to 2017/18 academic years are as follows –

	Academic year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(A) TSFS					
Number of staff members [^]	125	124	122	125	130
Total expenditure (\$ million)	33.5	38.8	43.8	47.2	43.3
(B) FASP					
Number of staff members [^]	134	122	125	127	132
Total expenditure (\$ million)	34.6	36.2	42.3	50.0	45.3
(C) NLS[#]					
Number of staff members [^]	77	72	83	92	99
Total expenditure (\$ million)	31.7	33.0	34.9	35.2	31.0

[^] The figures reflected the numbers of relevant staff, including civil servants and non-civil service contract staff, as at 31 March 2014, 31 March 2015, 31 March 2016, 31 March 2017 and 31 January 2018.

* As at 31 January 2018

[#] Including the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and Extended Non-means-tested Loan Scheme (ENLS).

2. The total amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2017/18 academic year (as at 31 January 2018) are as follows –

	Total amount of loans disbursed (\$ million)
A. TSFS	163.63
B. FASP	109.52
C. NLSFT	433.31
D. NLSPS	556.91
E. ENLS	241.84

3. 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 5 years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40

quarterly instalments in 10 years upon completion or cessation of their studies. As at 31 January 2018, there are a total of 9 544 loan repayment accounts under the above 5 financial assistance schemes with repayment period exceeding 10 years and continue making repayment. We do not maintain information on loan repayment by study level of programmes.

4. The average, highest, lowest and median loan amounts disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2013/14 to 2017/18 academic years are as follows –

Loans Disbursed (\$)	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18*
(A) TSFS (loans are to cover living expenses)					
Average	29,997	31,367	32,940	36,716	38,347
Highest **	61,440	63,780	66,460	72,555	74,145
Lowest	2,040	3,180	1,700	3,627	3,707
Median	40,000	40,000	42,100	48,000	49,430
(B) FASP (loans are to cover living expenses)					
Average	31,366	32,986	35,446	38,873	33,452
Highest **	68,110	71,580	75,590	78,610	74,145
Lowest	2,000	2,126	870	1,200	2,224
Median	40,960	42,520	44,310	48,370	24,715
(C) NLSFT (loans are to cover tuition fees)					
Average	37,892	38,533	38,749	38,838	39,338
Highest	43,940	51,310	51,310	84,200	55,570
Lowest	3,900	1,035	215	4,215	1,000
Median	42,100	42,100	42,100	42,100	42,100
(D) NLSPS (loans are to cover tuition fees)					
Average	53,587	57,289	59,528	60,424	48,038
Highest	341,064	261,911	267,143	272,723	278,303
Lowest	1,190	510	1,810	1,390	883
Median	50,400	52,560	55,000	55,000	51,150
(E) ENLS (loans are to cover tuition fees)					
Average	49,936	53,254	54,904	57,808	48,484
Highest	312,300	325,700	340,000	350,200	358,600
Lowest	3,000	1,500	3,000	2,570	2,840
Median	38,800	41,400	42,800	45,920	47,000

* As at 31 January 2018

** 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 the relevant academic year on a discretionary basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB502

(Question Serial No. 4163)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme, (2) Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of sign language interpretation services in the past 5 years, will the Government inform this Committee of the following:

1. whether sign language interpretation services are provided? If yes, the frequency, occasions and causes for providing such services in each year;
2. further to the above question, the number of sign language interpreters involved in each year, their pay and the organisations to which they belong; the total expenditure involved in each year; and
3. whether the Government will consider allocating more resources to improve the services for communicating with the deaf and/or persons with hearing impairment in future. If yes, what are the details (including measures, manpower and expenditure involved and timetable, etc.)? If not, what are the reasons?

Asked by: Hon LEUNG Yiu-chung (Member Question No. (LegCo use): 102)

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 2013-14 to 2017-18 (as at 31 January 2018), we did not receive any request for providing sign language interpretation and therefore did not incur expenditure or engage manpower to provide such services.

- End -

CONTROLLING OFFICER'S REPLY

EDB503

(Question Serial No. 5303)

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:

It is stated in the Budget that a provision of \$740 million will be allocated to provide students in need with a one-off grant to support their learning. Please advise this Committee:

1. of the eligibility criteria and conditions for receiving the grant;
2. of the expected way(s) to disburse the grant; and
3. whether an application deadline will be set and manpower will be involved; if yes, of the sum involved.

Asked by: Hon YEUNG Alvin (Member Question No. (LegCo use): 71)

Reply:

1. The Government has proposed in the 2018-19 Budget that a one-off grant of \$2,000 will be disbursed to needy students. Students from pre-primary to post-secondary level who apply for and are assessed as eligible for any means-tested financial assistance provided by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the 2018/19 school year, or children attending kindergartens, child care centres, primary schools and secondary schools who are eligible to receive the flat-rate grant for selected items of school related expenses under the Comprehensive Social Security Assistance (CSSA) Scheme in the 2018/19 school year will be given the one-off grant of \$2,000.
2. Subject to the approval of the funding proposal by the Legislative Council, SFO plans to disburse the one-off grant to eligible students through autopay arrangement starting from October 2018. The Social Welfare Department (SWD) expects that the grant can be disbursed to eligible CSSA students in batches through the existing payment arrangement (i.e. through autopay to the designated bank accounts of the recipients) from August 2018.

3. Eligible students do not have to submit applications for the said grant. The relevant work of disbursing the grant will be handled by existing staff of SFO and SWD and no additional manpower is required.

- End -

CONTROLLING OFFICER'S REPLY

EDB504

(Question Serial No. 5539)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James Tang)

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 3 years;
- b) the meeting attendance rates of respective members of the Research Grants Council (RGC) and its sub-committees in the past 3 years; and
- c) the meeting attendance rates of respective members of the Quality Assurance Council (QAC) and its audit panels in the past 3 years.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 64)

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 2015 to 31 December 2017 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 2015 to 31 December 2017 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 2015 to 31 December 2017 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.

**Current UGC Members' attendance at the meetings of the UGC,
its sub-committees and groups**
(from 1 January 2015 to 31 December 2017)

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	19	19	100%
<u>Members</u>			
Professor Chris Brink*	8	8	100%
The Hon Cheung Chi-kong	17	13	76%
Professor Adrian Dixon*	20	16	80%
Sir David Eastwood*	31	28	90%
Professor Horace Ip	18	17	94%
Dr Kam Pok-man	18	18	100%
Mr Kwok Wing-keung	11	11	100%
Professor Gabriel Leung	31	30	97%
Mr Tim Lui Tim-leung	33	32	97%
Dr Michael Mak Hoi-hung	15	15	100%
Dr Kim Mak Kin-wah	9	8	89%
Professor Joshua Mok Ka-ho	17	17	100%
Sir Howard Newby*	25	25	100%
Professor Richard Saller*	15	14	93%
Dr Michael Spence*	11	8	73%
Professor Angelina Yuen	22	20	91%
Professor Zhang Jie*	9	7	78%
<u>Ex-officio Members</u>			
Professor Anthony Cheung Bing-leung [#]	-	-	N/A [#]
Mr Lincoln Leong Kwok-kuen	9	8	89%
Professor Benjamin W Wah	31	29	94%

* 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

[#] Professor Anthony Cheung Bing-leung in his capacity of the Chairman of the Committee on Self-financing Post-secondary Education was appointed as an ex-officio Member of the UGC on 1 November 2017. During the period from 1 November to 31 December 2017, the UGC, its sub-committees and groups did not hold any meeting.

**Current RGC Members' attendance at the meetings
of the RGC, its committees and panels
(from 1 January 2015 to 31 December 2017)**

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	22	21	95%
<u>Members</u>			
Professor Peter Baehr	6	6	100%
Professor Jiun-shyan Chen*	11	11	100%
Professor Winnie Cheng	4	4	100%
Ms Cordelia Chung	2	2	100%
Professor Roy Chi-ping Chung	3	3	100%
Professor Paul Clark*	18	17	94%
Professor Michael P Doyle*	8	7	88%
Professor Cindy Fan*	2	2	100%
Professor Zhigang He*	11	11	100%
Professor Joanna Ho*	12	12	100%
Professor Chun Hui	6	4	67%
Professor Raymond Man-pao Kan*	3	3	100%
Mr Henry Kwong-han Leung	2	2	100%
Dr York Liao	3	3	100%
Professor Jian Lu	5	5	100%
Professor Anita S Mak*	3	3	100%
Dr Kim Kin-wah Mak	2	2	100%
Professor Helen Mei-ling Meng	10	10	100%
Professor Bill Milne*	3	3	100%
Professor Joshua Ka-ho Mok	4	3	75%
Professor Irene Oi-lin Ng	2	2	100%
Professor Jay Siegel*	14	10	71%
Professor Geoffrey L Smith*	11	11	100%
Professor Billy Kee-long So	3	3	100%
Professor Richard Strugnell*	5	5	100%
Professor Kar-yan Tam	6	4	67%
Professor Nora Fung-yee Tam	3	3	100%
Dr Frank Fuk-kay Tong	5	1	20%
Professor Lap-chee Tsui	1	1	100%
Professor Alexander Ping-kong Wai	4	4	100%

Name	Total number of meetings of the RGC, committees and panels to which he/she is a member^	Number of meetings attended	Attendance rate
Professor Edward Sze-shing Yeung*	25	25	100%
Professor Paul K L Yu*	21	21	100%
<u>Ex-officio Member</u>			
Professor On-ching Yue	6	6	100%

* 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 2015 to 31 December 2017)

Name	Total number of meetings of the QAC [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Mr Lincoln Leong Kwok-kuen	9	9	100%
<u>Members</u>			
Professor Chetwyn Chan Che-hin	2	2	100%
Professor Adrian Dixon*	9	9	100%
Mrs Belinda Greer	2	2	100%
Dr Kim Mak Kin-wah	5	5	100%
Professor Pong Ting-chuen	5	5	100%
Professor Jan Thomas*	4	4	100%
Dr Don Westerheijden*	4	4	100%
<u>Ex-officio Member</u>			
Miss Winnie Wong Ming-wai, Acting Secretary-General, UGC	-	-	N/A [#]

* Non-local Members

[^] This number may vary for each member depending on the respective date of appointment to QAC

[#] No meeting was held during the acting period

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

(Question Serial No. 5551)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

- (a) What has been done by the University Grants Committee (UGC) to enhance the teaching quality of the UGC-funded universities in 2017-18? What are the details and the expenditure involved?
- (b) What are the details of the work plans in the above mentioned area in 2018-19 and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 76)

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 one-off funding of about \$178.9 million allocated to universities competitively for their teaching and learning projects to incentivise them 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.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5552)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In 2017-18, what were the work conducted and the expenditure incurred by the Quality Assurance Council (QAC) on the quality assurance for the 8 funded institutions? In 2018-19, what are the work details and estimated expenditure in this regard?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 77)

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's first and second round of quality audits, which covered first degree and above programmes (however funded) of the 8 UGC-funded universities, were conducted from 2008 to 2011 and 2015 to 2016 respectively. The relevant Audit Reports have been published on the QAC website.

UGC started to assume the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities in 2016, with the involvement of QAC as the audit operator. The sub-degree audit cycle has commenced since end 2016 with the promulgation of the Audit Manual. The audit visits are planned to be conducted in 2017 to 2019. As at end February 2018, audit visits to two universities (*i.e.* The Chinese University of Hong Kong and Hong Kong Baptist University) were conducted. The Audit Reports are currently under preparation and are expected to be published in 2018.

The revised estimated expenditures of audit activities in the 2017-18 financial year is around \$2.37 million and the estimated expenditure in the 2018-19 financial year is around \$3.74

million. The expenditures cover mainly (i) fees for consultancy services to prepare the Audit Manual for the sub-degree audit cycle; (ii) fees for consultancy services to assist in conducting the audits; (iii) expenses for the audit meetings; and (iv) honoraria for auditors.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5553)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

- (a) In 2017-18, what were the work conducted and the expenditure incurred by the University Grants Committee (UGC) and the Education Bureau in overseeing the sub-degree operations of the funded institutions?
- (b) In 2018-19, 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. (LegCo use): 78)

Reply:

UGC started to assume the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities in 2016, with the involvement of QAC as the audit operator. The sub-degree audit cycle has commenced since end 2016 with the promulgation of the Audit Manual. The audit visits are planned to be conducted in 2017 to 2019. As at end February 2018, audit visits to two universities (i.e. The Chinese University of Hong Kong and Hong Kong Baptist University) were conducted. The Audit Reports are currently under preparation and are expected to be published in 2018.

The revised estimated expenditures of audit activities in the 2017-18 financial year is around \$2.37 million and the estimated expenditure in the 2018-19 financial year is around \$3.74 million. The expenditures cover mainly (i) fees for consultancy services to prepare the Audit Manual for the sub-degree audit cycle; (ii) fees for consultancy services to assist in conducting the audits; (iii) expenses for the audit meetings; and (iv) honoraria for auditors.

- End -

CONTROLLING OFFICER'S REPLY

EDB508

(Question Serial No. 5554)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the University Grants Committee (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 of UGC-funded sub-degree programmes per annum;
3. the approved student number targets and the student numbers of UGC-funded first-year-first-degree programmes by institution and broad academic programme category.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 79)

Reply:

- 1.&3. The approved student number targets and student enrolment of University Grants Committee (UGC)-funded sub-degree programmes and first-year first-degree programmes, with breakdowns by university and broad academic programme category from the 2015/16 to 2017/18 academic years, are at **Annexes A and B** respectively.
2. 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 2014/15 to 2016/17 academic years are set out below. The average student unit cost for the 2017/18 academic year is not yet available.

	Average student unit costs of UGC-funded sub-degree places
2014/15	\$156,000
2015/16	\$172,000
2016/17 (provisional)	\$176,000

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
2015/16 to 2017/18**

(in full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
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	95
		Education	990	877
		Sub-total	1 044	1 019
	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	4 055
2017/18#	CityU	Engineering and Technology	841	782
		Sub-total	841	782

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
	EdUHK	Sciences	34	26
		Social Sciences	2	16
		Arts and Humanities	15	66
		Education	969	915
		Sub-total	1 021	1 023
	PolyU	Sciences	255	197
		Engineering and Technology	1 034	1 092
		Business and Management	181	170
		Arts and Humanities	104	111
		Sub-total	1 573	1 570
	Total		3 435	3 375

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. # Figures for the 2017/18 academic year are provisional.
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 Programmes by University and
Broad Academic Programme Category, 2015/16 to 2017/18**

(in full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
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

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
	PolyU	Medicine, Dentistry and Health	604	604
		Sciences	302	337
		Engineering and Technology	593	765
		Business and Management	556	763
		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

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
		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
		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

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
		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
2017/18#	CityU	Medicine, Dentistry and Health	36	37
		Sciences	472	542
		Engineering and Technology	421	501
		Business and Management	654	813
		Social Sciences	315	375
		Arts and Humanities	198	238
		Sub-total	2 095	2 507
	HKBU	Medicine, Dentistry and Health	45	49
		Sciences	201	231
		Business and Management	228	291
		Social Sciences	335	394
		Arts and Humanities	275	328
		Education	87	100
		Sub-total	1 171	1 393
	LU	Business and Management	172	191
		Social Sciences	124	134
		Arts and Humanities	235	258
		Sub-total	531	583
	CUHK	Medicine, Dentistry and Health	574	574
		Sciences	621	772
		Engineering and Technology	475	604
		Business and Management	583	777
		Social Sciences	568	692
		Arts and Humanities	420	466
		Education	55	56
		Sub-total	3 297	3 941
	EdUHK	Sciences	69	97
		Business and Management	14	15
		Social Sciences	70	77
		Arts and Humanities	232	308

Academic Year	University	Broad Academic Programme Category	Approved Student Number Target	Number of Student
		Education	197	235
		Sub-total	582	733
	PolyU	Medicine, Dentistry and Health	677	684
		Sciences	258	300
		Engineering and Technology	636	840
		Business and Management	505	623
		Social Sciences	63	59
		Arts and Humanities	203	225
		Sub-total	2 342	2 731
	HKUST	Sciences	625	774
		Engineering and Technology	552	727
		Business and Management	603	734
		Social Sciences	144	185
		Arts and Humanities	26	32
		Sub-total	1 951	2 452
	HKU	Medicine, Dentistry and Health	623	652
		Sciences	463	559
		Engineering and Technology	606	833
		Business and Management	263	393
		Social Sciences	613	765
		Arts and Humanities	390	479
		Education	73	74
		Sub-total	3 031	3 756
	Total		15 000	18 096

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 numbers for the 2017/18 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

EDB509

(Question Serial No. 5555)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

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. (LegCo use): 80)

Reply:

Based on the information provided by University Grants Committee (UGC)-funded universities, the surpluses / deficits of self-financing programmes for the 2014/15 to 2016/17 academic years are at **Annex**.

Surplus / Deficit from self-financing programmes offered by UGC-funded universities^{Note}
(2014/15 - 2016/17 academic years)

Universities	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
2014/15	193	45	(34)	207	41	89	89	225
2015/16	169	38	0	125	40	(28)	123	219
2016/17	161	56	3	142	42	(34)	90	270

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

EDB510

(Question Serial No. 5556)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

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 what are the respective percentages of these staff in the total number of staff in the institutions?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 81)

Reply:

The numbers and the respective percentages of staff on contract and substantive appointment in the 2017/18 academic year as provided by the eight UGC-funded universities are at **Annex**.

**Numbers and Percentages of Staff on Contract and Substantive Appointment in
UGC-funded Universities, 2017/18 Academic Year**

2017/18 Academic Year (Provisional)

University	Contract staff		Substantive staff		Total
	No.	%	No.	%	
City University of Hong Kong	1 163	40.5%	1 706	59.5%	2 869
Hong Kong Baptist University	885	56.3%	687	43.7%	1 572
Lingnan University	399	73.2%	146	26.8%	545
The Chinese University of Hong Kong	2 536	55.0%	2 077	45.0%	4 613
The Education University of Hong Kong	752	59.2%	518	40.8%	1 270
The Hong Kong Polytechnic University	1 436	46.0%	1 684	54.0%	3 120
The Hong Kong University of Science and Technology	1 249	48.4%	1 330	51.6%	2 579
The University of Hong Kong	3 099	62.9%	1 825	37.1%	4 924

Notes: For City University of Hong Kong, Hong Kong Baptist University and the Education University of Hong Kong, figures exclude research, honorary academic and part-time staff; for the Hong Kong University of Science and Technology, figures exclude honorary academic and part-time staff.

- End -

CONTROLLING OFFICER'S REPLY

EDB511

(Question Serial No. 5557)

Head: (190) Government Secretariat: Education Bureau

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective numbers of students with special educational needs (SEN) and students with disabilities admitted by various institutions, as well as the expenditure for supporting these students in the past 3 years by institution.

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 82)

Reply:

The number of students with SEN pursuing full-time University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by university and type of disability, from the 2015/16 to 2017/18 academic years is at **Annex**. For UGC-funded universities, funding for students with SEN and disabilities is subsumed under the block grant allocated to individual university. Hence, we are unable to attribute the exact amount provided in supporting these students.

**Number of Students with Special Educational Needs ^(Note 1) Pursuing Full-time
UGC-funded Sub-degree and Undergraduate Programmes by University and Type of
Disability 2015/16 to 2017/18**

Level of study	Type of disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2015/16 Academic year										
Sub-degree programmes	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others ^(Note 2)	2	-	-	-	-	4	-	-	6
	Sub-total	3	-	-	-	-	6	-	-	9
Undergraduate programmes	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
2016/17 Academic year										
Sub-degree programmes	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 programmes	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

Level of study	Type of disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
	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
2017/18 Academic year (provisional)										
Sub-degree programme	Specific Learning Difficulties	2	-	-	-	-	-	-	-	2
	Physical Disability	-	-	-	-	-	1	-	-	1
	Hearing Impairment	-	-	-	-	1	-	-	-	1
	Mental Illness	-	-	-	-	1	-	-	-	1
	Others ^(Note 2)	3	-	-	-	1	7	-	-	11
	Sub-total	5	-	-	-	3	8	-	-	16
Undergraduate programme	Specific Learning Difficulties	6	3	-	10	4	-	7	9	39
	Autism Spectrum Disorders	2	2	1	8	1	-	7	8	29
	Attention Deficit / Hyperactivity Disorder	3	2	-	7	2	-	17	9	40
	Physical Disability	9	4	1	9	1	5	9	12	50
	Visual Impairment	1	4	1	4	1	3	10	13	37
	Hearing Impairment	7	4	7	14	6	11	14	23	86
	Speech and Language Impairment	-	1	-	3	1	2	3	2	12
	Mental Illness	6	2	-	14	3	3	12	7	47
	Others ^(Note 2)	9	8	4	20	2	27	17	33	120
	Sub-total	43	30	14	89	21	51	96	116	460
Total		48	30	14	89	24	59	96	116	476

Notes:

- Figures are based on the data provided by the UGC-funded universities via the Common Data Collection Format.
- Including multiple types of disability.
- '-' 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

EDB512

(Question Serial No. 5558)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please set out the changes 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. (LegCo use): 83)

Reply:

As provided by University Grants Committee (UGC)-funded universities, the changes in the number of senior staff of the universities from the 2015/16 to 2017/18 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,
2015/16 to 2017/18 Academic Years**

University	2015/16	2016/17	2017/18 (Provisional)
CityU	394	414 (+20)	442 (+28)
HKBU	127	123 (-4)	129 (+6)
LU	52	54 (+2)	51 (-3)
CUHK	309	307 (-2)	293 (-14)
EdUHK	118	117 (-1)	119 (+2)
PolyU	481	480 (-1)	469 (-11)
HKUST	327	322 (-5)	333 (+11)
HKU	371	382 (+11)	372 (-10)

Notes:

1. Examples of 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

(Question Serial No. 5559)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

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 can the Government ensure that associate degree graduates are able to articulate to undergraduate programmes offered by the institutions concerned?
4. For those departments of institutions which have never admitted associate degree graduates, have they been required to offer subsidised top-up degree programmes at the time of funding allocation? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 84)

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.

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 2017/18 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 the 2013/14 academic year, 1 467 (48%) of 3 056 intakes of UGC-funded senior year programmes were graduates from other non-affiliated institutions/community colleges. In the 2017/18 academic year, the figure (provisional) has increased to 2 707 (58.8%) out of 4 602 intakes.

2. In the past three years, self-financing institutions have not provided any publicly-funded senior year places.

- End -

CONTROLLING OFFICER'S REPLY

EDB514

(Question Serial No. 5560)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

In 2017-18, will the Government conduct any review on the tuition fees charged by universities? If yes, what are the specific plan, schedule and related expenditure?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 85)

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 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 institutions in the 2016/17 to 2018/19 triennium. Having said that, we notice that the tuition fee level has remained at the same level for nearly two decades. Hence, the UGC was invited by the Government 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. The study has been completed and the 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

EDB515

(Question Serial No. 5561)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding internationalisation and non-local students:

- (1) What are the respective percentages 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 percentages of Mainland and overseas students pursuing publicly-funded taught programmes?
- (3) Further to the above, what are the respective numbers and percentages 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 pursued further studies or worked in Hong Kong after completing the programmes and what are their respective percentages?

Asked by: Hon CHAN Tanya (Member Question No. (LegCo use): 86)

Reply:

(1) to (3)

The numbers and percentages of non-local students admitted to University Grants Committee (UGC)-funded and non-UGC-funded taught programmes in the 2016/17 academic year are given below.

(Headcount)

Type of taught programmes	Mainland students	Other Non-local Students	Total
UGC-funded	6 906 (66.3%)	3 518 (33.7%)	10 424 (100%)
Non-UGC-funded	13 010 (90.0%)	1 446 (10.0 %)	14 456 (100.0%)
Total	19 916 (80.0%)	4 964 (20.0%)	24 880 (100.0%)

Note: Including 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.

At present, there are 15 000 approved student numbers of UGC-funded first-year-first-degree programmes for local students every academic year. UGC-funded universities need to admit all new non-local students in undergraduate (Ug) and taught postgraduate (TPg) programmes 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 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 from the UGC are involved in over-enrollment of any students.

(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 numbers and percentages of applications approved by the Immigration Department under the IANG since the 2016-17 financial year are as follows:

	Number of applications approved	
	2016-17 financial year	2017-18 financial year (as at February 2018)
Mainland students	8 691 (92.4%)	8 193 (90.5%)
Other non-local students	710 (7.6%)	860 (9.5%)
Total	9 401 (100%)	9 053 (100%)

- End -

CONTROLLING OFFICER'S REPLY

EDB516

(Question Serial No. 4489)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

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. (LegCo use): 618)

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 2013/14 to 2017/18 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 2013/14 to 2017/18 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 in
2013/14 to 2017/18 Academic Years**

(Headcount)

Academic Year	Level of Study	Total number of SEN students	Percentage share to total number of students
2013/14	Sub-degree Programme	11	0.2%
	Undergraduate Programme	249	0.3%
	Total	260	0.3%
2014/15	Sub-degree Programme	10	0.3%
	Undergraduate Programme	304	0.4%
	Total	314	0.4%
2015/16	Sub-degree Programme	9	0.2%
	Undergraduate Programme	339	0.4%
	Total	348	0.4%
2016/17	Sub-degree Programme	13	0.4%
	Undergraduate Programme	367	0.4%
	Total	380	0.4%
2017/18 (provisional)	Sub-degree Programme	16	0.5%
	Undergraduate Programme	460	0.6%
	Total	476	0.5%

**Number of Full-time Final Year Students with Special Educational Needs (SEN)
in UGC-funded Sub-degree and Undergraduate Programmes in
2013/14 to 2017/18 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
2013/14	Sub-degree Programme	6	0.3%
	Undergraduate Programme	54	0.3%
	Total	60	0.3%
2014/15	Sub-degree Programme	4	0.2%
	Undergraduate Programme	77	0.4%
	Total	81	0.4%
2015/16	Sub-degree Programme	4	0.2%
	Undergraduate Programme	82	0.4%
	Total	86	0.4%
2016/17	Sub-degree Programme	4	0.2%
	Undergraduate Programme	87	0.4%
	Total	91	0.4%
2017/18 (provisional)	Sub-degree Programme	10	0.6%
	Undergraduate Programme	104	0.5%
	Total	114	0.5%

- End -

CONTROLLING OFFICER'S REPLY**EDB517****(Question Serial No. 4494)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Please provide tabulated information on the nationality, age upon admission and broad research area, such as engineering, science, social science and arts, of recipients of the Hong Kong PhD Fellowship Scheme (HKPFS) for the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 624)Reply:

The breakdown of HKPFS awardees by broad academic programme category and place of origin from the 2013/14 to 2017/18 academic years is tabulated below:

Academic Year	Broad Academic Programme Category	Place of Origin			Total
		Local	Mainland China	Other Non-local	
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

Academic Year	Broad Academic Programme Category	Place of Origin			Total
		Local	Mainland China	Other Non-local	
	Arts and Humanities	4	6	17	27
	Education	-	-	1	1
Total		13	131	79	223
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
2017/18	Medicine, Dentistry and Health	4	5	8	17
	Sciences	1	42	28	71
	Engineering and Technology	1	44	33	78
	Business and Management	-	6	10	16
	Social Sciences	2	6	10	18
	Arts and Humanities	6	5	15	26
	Education	-	2	3	5
Total		14	110	107	231

The HKPFS aims at attracting the best and brightest students in the world to pursue their research-based PhD programmes in Hong Kong's UGC-funded universities. Selection of awardees is merit-based irrespective of their place of origin, prior work experience, ethnic background and age. Information on the age on admission for the first year of study of the HKPFS awardees is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB518****(Question Serial No. 4495)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Please provide information of the amount of “knowledge transfer” funding allocated to each institution by the University Grants Committee (UGC), the funding criteria adopted and the kinds of activities held by each institution in the past year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 625)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 2017/18 academic year is set out below –

University	KT Funding (\$million)
City University of Hong Kong	7.98
Hong Kong Baptist University	3.56
Lingnan University	1.10
The Chinese University of Hong Kong	13.78
The Education University of Hong Kong	2.23
The Hong Kong Polytechnic University	9.01
The Hong Kong University of Science and Technology	8.96
The University of Hong Kong	15.88
Total	62.50

Note: Figures may not add up to the total due to rounding.

Universities have different strategies and activities in KT which are commensurate with their role, mission and areas of strengths. They conduct a wide range of KT activities, such as engaging in consultancy, researches, spin out companies and licensing, etc. They have also engaged in continuing professional development directed at business and social enterprises. In addition, universities have also employed a variety of other means 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**EDB519****(Question Serial No. 4574)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: (1) University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Please list out the number of places and amounts of funding in each of the past 5 academic years and the coming academic 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					
				2013-14	2014-15	2015-16	2016-17	2017-18	2018-19

Post-secondary colleges	Full-time/part-time	Publicly-funded/self-financing	Degree/sub-degree	Amounts of funding					
				2013-14	2014-15	2015-16	2016-17	2017-18	2018-19

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. (LegCo use): 1066)Reply:

The approved numbers of sub-degree and undergraduate places of the University Grants Committee (UGC)-funded social work programmes from the 2013/14 to 2018/19 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 reported by the universities, the average student unit costs per annum at sub-degree and undergraduate levels for the 2013/14 to 2016/17 academic years were \$159,000 and \$228,000 respectively, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$15,040, \$31,575 and \$42,100 per annum 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 2017/18 academic year and beyond is not yet available.

The estimated intakes of full-time locally-accredited self-financing undergraduate and sub-degree social work programmes from the 2013/14 to 2018/19 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, 2013/14 to 2018/19**

full-time equivalent

University	Level of Study	Number of Approved Intake Places					
		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
First-year intake							
CityU	Undergraduate	60	60	60	60	60	60
HKBU	Undergraduate	43	43	43	43	43	43
CUHK	Undergraduate	48	48	48	48	48	48
PolyU	Sub-degree	35	-	-	-	-	-
PolyU	Undergraduate	39	39	39	36	36	36
HKU	Undergraduate	40	40	40	38	38	38
Total	Sub-degree	35	-	-	-	-	-
	Undergraduate	230	230	230	225	225	225
Senior year intake							
PolyU	Undergraduate	25	25	25	25	25	25
HKBU	Undergraduate	12	12	12	16	18	20
PolyU	Undergraduate	16	16	16	16	12	12
Total		53	53	53	57	55	57

Notes:

1. All UGC-funded social work programmes for the 2013/14 to 2018/19 academic years are full-time programmes.
2. '-' denotes 'nil'.
3. Abbreviations for university are as follows:
CityU City University of Hong Kong
HKBU Hong Kong Baptist University
CUHK The Chinese University of Hong Kong
PolyU The Hong Kong Polytechnic University
HKU The University of Hong Kong

**Number of Estimated Intakes of Full-time Locally-accredited
Self-financing Undergraduate and Sub-degree Social Work Programmes,
2013/14 to 2018/19**

Institution	Level of Study	Number of Estimated Intakes					
		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19#
Caritas Institute of Higher Education	Sub-degree	120	120	120	120	120	120
City University of Hong Kong - Community College of City University/UOW College Hong Kong	Sub-degree	125	125	125	125	72	72
Gratia Christian College	First-year first-degree	-	-	60	60	40	40
Hong Kong College of Technology	Sub-degree	40	40	40	40	40	40
Hong Kong Shue Yan University	First-year first-degree	35	38	40	40	40	40
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Sub-degree	-	50	50	50	50	50
The Education University of Hong Kong	Sub-degree	-	70	-	-	-	-
The Hong Kong Polytechnic University - Hong Kong Community College	Sub-degree	-	-	-	80	80	68
Vocational Training Council	Sub-degree	50	50	75	75	75	67

Notes:

“-” denotes no relevant programmes were offered.

“#” Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5341)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government mentioned that in the 2016/17 to 2018/19 triennium, the University Grants Committee (UGC) will allocate \$178.9 million to support 38 teaching and learning projects. Please provide the details of each project, including the theme, contents, the university involved and the amount of funding. In addition, how will the Government monitor the effectiveness of the funding scheme/projects?

Asked by: Hon HUI Chi-fung (Member Question No. (LegCo use): 63)

Reply:

The University Grants Committee (UGC) has allocated a one-off funding of about \$178.9 million to universities competitively for their teaching and learning projects, to incentivise them 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. Details of the funded projects are at **Annex**.

For monitoring purpose, the project teams of the funded projects are required to submit annual progress reports two months after the completion of the 12-month and 24-month period of the project to UGC. Final reports to be submitted four months after the completion of project should include –

- (a) the outcomes of the projects and demonstration with evidence (with provision of relevant performance indicators) the effectiveness of the projects in achieving its objectives;
- (b) how the various universities taking part in the project have cooperated;
- (c) how the projects contribute to more effective inter-institutional collaboration; and

- (d) how the outcomes of the projects have been/can be shared in the UGC/higher education sector.

Evidence-based assessments have to be included in the final reports to enable UGC to appropriately assess the effectiveness of the Funding Scheme as a whole and the way forward.

Approved Projects under the
Funding Scheme for Teaching and Learning Related Proposals in the 2016-19 Triennium

Project Title	Project Leader(s), University¹	Project Cost² (Funding from the Government in \$million)	Project Status (as at end February 2018)
Enhancing University Students' Well-being and Positive Learning Experiences – Application of Positive Education	- Dr Sylvia Yuk-ching Kwok Lai, Department of Applied Social Sciences, CityU	5.7 (3.99)	In progress
Transforming Science and Engineering Talents into Technopreneurs: Hong Kong as a Technology Dragon	- Dr Derek Ho, Department of Materials Science and Engineering, CityU	1 (0.7)	In progress
Meeting the Challenge of Teaching and Learning Language in the University: Enhancing Linguistic Competence and Performance in English and Chinese	- Professor Jonathan Webster, Department of Linguistics and Translation, CityU	3.4 (2.38)	In progress
Coding, Design, and Global Involvement: Engaging Students in Multi-domain Active Learning Through the Creation of Mobile Apps and an Apps Resource Centre (ARC)	- Professor Christopher Keyes, Department of Music, HKBU	14.15 (9.9)	In progress
Developing Multidisciplinary and Multicultural Competences through Gamification and Challenge-based Collaborative Learning	- Dr Eva Wong, Centre for Holistic Teaching & Learning, HKBU	8.7 (6.09)	In progress
A Telecollaborative E-Learning Project on Foreign Language Learning	- Dr Tushar Chaudhuri, Department of Government and International Studies, HKBU	5 (3.5)	In progress
Enhancing Orthopedics Curriculum in Chinese Medicine Education by Bringing Theory to Practice	- Dr Feng Tu, School of Chinese Medicine, HKBU	3.4 (2.38)	In progress

Standardizing Clinical Education Assessment of Chinese Medicine through the Internationalization of a Practicum Internship Program	- Professor Min Li, School of Chinese Medicine, HKBU	4.24 (2.8)	In progress
KEEP Learning for Life: Knowledge & Education Exchange Platform 2.0	- Professor Irwin Kuo-chin King, Faculty of Engineering, CUHK	15 (10.5)	In progress
Blended approach for social work learning: A reflection-based and user-oriented pedagogical model	- Professor Ching-man Lam, Department of Social Work, CUHK	5.26 (3.68)	In progress
Effective Implementation of the Flipped Classroom Approach in Hong Kong Higher Education for Enhanced Learning Outcomes	- Professor Paul Lai-chuen Lam, Centre for Learning Enhancement And Research, CUHK	10 (7)	In progress
Establishment of Ubiquitous Learning in Teaching and Learning Science for Knowledge Integration (Chemistry and Life Science)	- Dr Kendrew Kin-wah Mak, Department of Chemistry; CUHK	5 (3.5)	In progress
Joint university collaboration to develop students' competence and leadership in promoting integrated STEM education	- Dr Yeung-chung Lee, Department of Science and Environmental Studies, EdUHK - Dr Valerie Wing-yan Yip, Faculty of Education, HKU - Professor Victor Kwok-chi Lau, Faculty of Education, CUHK - Dr Eddie Siu-shu Lam, Department of Civil and Environmental Engineering, PolyU	4.95 (3.47)	In progress
Students as Teaching Partners: Developing Pedagogical Materials and Activities in Chinese Storytelling and Writing with Community Engagement under 'Student Network Group' Framework (with a Digital Archive of Chinese	- Dr Fanny Yuen-mei Li, Department of Literature and Cultural Studies, EdUHK	1.2 (0.84)	In progress

Narratives Open to the Public)			
Applying Virtual Reality Technology for building students' risk awareness and knowledge of environmental hazards	- Dr Lewis Ting-on Cheung, Department of Social Sciences, EdUHK	3.7 (2.59)	In progress
Special educational needs empowerment project for pre-service teachers	- Professor Kuen-fung Sin, Department of Special Education and Counselling, EdUHK	5.69 (3.98)	In progress
Augmenting Physical Learning Spaces with Location-based Services Using iBeacon Technology for Engaging Learning Experiences	- Dr Charles Man-sing Wong, Department of Land Surveying and Geo-Informatics, PolyU	12.32 (8.63)	In progress
Developing Active Learning Pedagogies and Mobile Applications in University STEM Education	- Dr Fridolin Sze-thou Ting, Department of Applied Mathematics, PolyU	15 (10.5)	In progress
Transforming Internship for Transformative Learning and Reciprocal Knowledge Transfer between University and Workplace	- Dr Robert Wright, Department of Management & Marketing, PolyU	9.7 (6.79)	In progress
Cross-institutional Capacity Building for Service-Learning in Hong Kong Higher Education Institutions	- Dr Grace Ngai, Department of Computing, PolyU	14.92 (10.44)	In progress
Enhancing Learning Outcomes for Students through a Data-driven Review of the 4-year Curriculum in UGC Funded Programs	- Dr Christine Armatas, Educational Development Centre, PolyU	6.96 (4.87)	In progress
Enriching Senior Year Places Students' Learning Experience through Curricular and Co-curricular Activities in Hong Kong's Universities	- Dr Kin Cheung, School of Nursing, PolyU	15 (10.5)	In progress
Fostering the Integration of Local and Non-local Students for the Enhancement of Internationalisation and Engagement with Mainland China	- Dr M S Wong, Faculty of Engineering, PolyU	4 (2.8)	In progress
Language Enhancement for Capstone Projects Using Interactive Apps	- Dr Julia Chen, English Language Centre, PolyU	7.87 (5.51)	In progress

Developing and promoting digital literacies for effective English communication: The Multimodal Online Digital Literacy Lab (MODLL)	- Mr Sean McMinn, Center for Language Education, HKUST	3.86 (2.7)	In progress
Mastering the technical vocabulary of STEM	- Dr Claudia Wong, School of Humanities and Social Science, HKUST	4.94 (3.46)	In progress
Student Innovation for Global Health Technology (SIGHT)	- Professor Ying Chau, Department of Chemical and Biological Engineering, HKUST	6.91 (4.84)	In progress
Fostering an Innovation Mind-set in a MakerSpace environment via flipped/flicked Cornerstone Design Framework	- Professor Ben Y B Chan, Department of Civil and Environmental Engineering, HKUST	8.04 (5.63)	In progress
Beyond the E-portfolio: Connectivity and Communities of Learning in a Virtual Environment	- Dr Julie Chen, Li Ka Shing Faculty of Medicine, HKU	5.7 (3.99)	In progress
Capitalizing on Hong Kong's Position in the Art World: An Innovative Platform for Objects Based Science and Arts Learning with a World Class Collaborative Incubator for Future Educational Teaching Resources	- Professor Quentin Parker, Faculty of Science, HKU	3.31 (2.32)	In progress
Driving Cultural and Educational Shift: Providing Support, Activities and Professional Development in the Pedagogy, Assessment and Evidence of Student Learning in Holistic Competencies	- Dr Cecilia Ka-yuk Chan, Centre for the Enhancement of Teaching and Learning, HKU	8.95 (6.26)	In progress
Making the Architect	- Mr John Lin, Department of Architecture, HKU	0.57 (0.4)	In progress
Strengthening the Alignment of Residential Education and University Educational Aims	- Dr Samuel K W Chu, Faculty of Education, HKU	4.23 (2.96)	In progress

The Responsive University: Appreciating Content Sharing in General Education	- Professor Ricky Y K Kwok, Associate Vice-President (Teaching and Learning), HKU	15 (10.5)	In progress
Internationalising Teaching and Learning in Hong Kong Higher Education through Building Professional Capacity	- Dr Tracy Zou, Centre for the Enhancement of Teaching and Learning, HKU	3.6 (2.52)	In progress
A Student-Tutor Writing Consultation Programme and Inter-institutional Writing Consultation Support System	- Dr Cynthia Lee, Centre for Applied English Studies, HKU	3.47 (2.43)	In progress
English Teaching Assistants (ETAs) and the CAES Self-Access Initiative: Enhancing the Support of English in the Disciplines for HKU Students	- Ms Ashley Hazell, Centre for Applied English Studies, HKU	1.09 (0.76)	In progress
Hong Kong Continuing Professional Development Hub (HKCPD Hub)	- Dr Lillian L C Wong, Centre for Applied English Studies, HKU	3.91 (2.74)	In progress
Total		255.74 (178.85)	

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

2. 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

(Question Serial No. 5124)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

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 (2013/14 to 2017/18):

- (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. (LegCo use): 60)

Reply:

- (1) According to the information provided by the University Grants Committee (UGC)-funded universities, the amount of funding received from the Government utilised for research purposes in the past four academic years (2013/14 to 2016/17) is listed at **Annex A**. Information in respect of the 2017/18 academic year is not yet available as such information will only be reported by universities after the completion

of the 2017/18 academic year. We do not have readily available 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 (2013/14 to 2017/18), 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 (2013/14 to 2017/18) 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 (2013/14 to 2017/18), are set out at **Annex D**.
- (4) The annual research grants, administrative expenses and balance of the Research Endowment Fund for 2013/14 to 2016/17 academic years are tabulated at **Annex E**. Information for the 2017/18 academic year 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 the 2014/15 to 2017/18 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
Utilised for Research Purposes
(2013/14 to 2016/17)**

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

2016/17

University	From UGC / RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	926.6	82.0	1,008.6
Hong Kong Baptist University	441.2	32.6	473.8
Lingnan University	123.0	4.9	127.9
The Chinese University of Hong Kong	1,477.3	259.9	1,737.3
The Education University of Hong Kong	250.3	10.5	260.8
The Hong Kong Polytechnic University	1,147.5	164.2	1,311.7
The Hong Kong University of Science and Technology	1,091.4	112.5	1,204.0
The University of Hong Kong	2,087.9	273.8	2,361.7
Total	7,545.3	940.5	8,485.8

Notes:

1. Figures are based on information provided by UGC-funded universities.
2. Figures may not add up due to rounding.

**Funding Received by UGC-funded Universities through
UGC / RGC Competitive Research Funding Schemes
(2013/14 to 2017/18)**

Breakdown by University

University	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million) (Note 1)
City University of Hong Kong	100.7	121.1	172.2	139.9	107.5
Hong Kong Baptist University	42.9	49.3	49.5	45.3	43.1
Lingnan University	8.7	3.5	7.6	4.6	7.2
The Chinese University of Hong Kong	380.5	217.3	212.6	301.3	231.8
The Education University of Hong Kong	19.7	19.2	27.3	13.7	18.3
The Hong Kong Polytechnic University	121.2	123.6	118.4	113.4	138.8
The Hong Kong University of Science and Technology	237.9	154.8	196.8	265.5	194.9
The University of Hong Kong	206.8	414.2	255.0	421.6	268.2
Total ^(Note 2)	1,118.4	1,103.0	1,039.4	1,305.2	1,009.6

Breakdown by Broad Subject Category

Broad Subject Category	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million) (Note 1)
Biology and Medicine	441.3	408.2	327.1	518.5	311.3
Business	53.7	76.8	93.2	60.4	61.6
Engineering	286.7	299.9	313.9	313.1	335.3
Humanities and Social Sciences	126.1	134.4	144.5	159.7	142.2
Physical Sciences	210.6	183.7	160.7	253.4	159.3
Total ^(Note 2)	1,118.4	1,103.0	1,039.4	1,305.2	1,009.6

Note 1

Position up to 28 February 2018.

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
(2013/14 to 2017/18)**

Academic Year	No. of projects monitored by UGC / RGC	No. of terminated projects (% total)	Funds involved (\$ million)	Funds returned to UGC / RGC (\$ million)
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	6 571	30 (0.46%)	11.5	4.4
2017/18 (Note)	6 865	25 (0.36%)	11.6	2.6

Note: Position up to 28 February 2018.

**Reasons for Project Termination
(2013/14 to 2017/18)**

Reason	Number
Departure of the Principal Investigators from UGC-funded universities	91
Principal Investigators retired	8
Principal Investigators passed away	5
Withdrawal from research projects by Principal Investigators	3
Not meeting eligibility requirements due to Principal Investigator's change of staff grade	3
Failure to submit reports by Principal Investigators	3
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
(2013/14 to 2017/18)**

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

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	21.0%	10,340	197	41	333	15.2%	18,840	76	24	97
HKBU	12.1%	10,110	60	5	281	7.6%	24,700	49	1	107
LU	50.0%	13,000	2	0	2	25%	26,700	4	0	0
CUHK	7.6%	18,450	178	48	199	N/A	N/A	0	0	0
EdUHK	9.5%	16,900	59	24	245	10.4%	23,000	17	5	55
PolyU	4.6%	13,050	39	17	461	5.0%	17,870	33	13	174
HKUST	16.1%	11,885	18	0	255	N/A	N/A	0	0	0
HKU	7.8%	16,090	126	4	864	3.8%	24,575	46	4	107

2017/18 (Provisional figures)

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	10.2%	10,590	141	41	424	10.8%	18,840	53	20	130
HKBU	5.6%	10,110	49	5	283	5.1%	24,700	41	0	136
LU	0%	15,500	2	0	1	0%	27,485	4	0	0
CUHK	4.4%	19,320	115	18	175	N/A	N/A	0	0	0
EdUHK	11.4%	17,400	68	22	216	5.6%	23,700	25	5	41
PolyU	7.8%	13,050	41	21	531	7.6%	20,560	34	19	210
HKUST	8.9%	12,445	26	0	288	N/A	N/A	0	0	0
HKU	8.5%	16,575	108	5	878	5.9%	25,310	44	3	139

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.

**Annual research grants, administrative expenses and balance
of the Research Endowment Fund
(2013/14 to 2016/17)**

	For the year ended			
	31 August 2014 (\$ million)	31 August 2015 (\$ million)	31 August 2016 (\$ million)	31 August 2017 (\$ million)
Research grants	864	1,018	588	1,011
Administrative expenses	0	0	0	0
Fund balance	26,131	26,360	26,811	26,572

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 2017-18 is not yet available.

**Funding Received by Local Self-financing Degree-awarding Institutions
Through UGC / RGC Competitive Research Funding Schemes
(2014/15 to 2017/18)**

Breakdown by Institution

Institution	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million) (Note 1)
Caritas Institute of Higher Education	11.1	13.7	5.0	0.9
Centennial College	15.8	6.8	0.8	0.7
Chu Hai College of Higher Education	18.6	0.5	8.8	1.3
Hang Seng Management College	12.3	20.0	19.8	21.9
Hong Kong Shue Yan University	16.9	2.8	8.4	5.7
The Open University of Hong Kong	12.9	17.1	8.1	9.0
Tung Wah College	15.4	2.0	3.9	-
HKCT Institute of Higher Education ^(Note 2)	-	2.5	-	-
Hong Kong Nang Yan College of Higher Education ^(Note 2)	-	-	-	0.6
School of Continuing Education, Hong Kong Baptist University ^(Note 2)	-	6.8	0.8	0.5
School of Professional Education and Executive Development, The Hong Kong Polytechnic University ^(Note 2)	-	1.2	2.4	1.6
Technological and Higher Education Institute of Hong Kong ^(Note 2)	-	12.9	23.5	11.6
Gratia Christian College ^(Note 3)	-	-	1.5	-
Total ^(Note 4)	103.0	86.3	82.9	53.8

Note 1 Position up to 28 February 2018.

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)	2017/18 (\$ million) (Note 5)
Biology and Medicine	2.2	7.0	10.5	2.1
Business	6.5	5.6	11.6	5.9
Engineering	9.3	7.4	9.0	12.5
Humanities and Social Sciences	14.7	11.3	7.5	15.1
Physical Sciences	2.4	2.3	4.2	3.9
Institutional Development Scheme (IDS) ^(Note 6)	68.0	52.8	40.1	14.3
Total ^(Note 7)	103.0	86.3	82.9	53.8

Note 5 Position up to 28 February 2018.

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

(Question Serial No. 5125)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure on salaries and the recruitment of staff of the University Grants Committee (UGC)-funded institutions, please provide the figures of the following for the past 5 years (2013/14 to 2017/18) and the estimated figures for the 2018/19 academic year:

1. the number of part-time teaching staff employed and the percentage out of the total number of teaching staff;
2. 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 funded institutions;
3. the changes in the number of senior staff, the expenditure on their salaries and the percentage of such expenditure out of the total expenditure of each funded institution; and
4. the amount of expenditure on salaries and benefits of each institution that is funded by public money and income other than public funds respectively.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 61)

Reply:

1. As provided by the UGC-funded universities, the numbers and percentages of part-time academic staff in the academic departments of the universities with salaries wholly funded by general funds from the 2013/14 to 2017/18 academic years are at Annex A. Estimate for the 2018/19 academic year is not available.
2. As provided by the UGC-funded universities, the respective numbers and percentages of staff on contract and substantive appointment from the 2013/14 to 2017/18

academic years are at **Annex B** and the corresponding percentages of staff changes are at **Annex C**. The breakdown between teaching and non-teaching staff and the estimate for the 2018/19 academic year are not available.

3. As provided by the UGC-funded universities, the changes in the number of senior staff from the 2013/14 to 2017/18 academic years are at **Annex D**. Estimate for the 2018/19 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.
4. 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 the eight UGC-funded universities, the expenditure on salaries and benefits and the income for the 2013/14 to 2016/17 academic years are set out at **Annex E**. Information for the 2017/18 academic year is not available and there is no estimate made for the 2018/19 academic year.

**Numbers and Percentages of Part-time Academic Staff in Academic Departments
of UGC-funded Universities with Salaries Wholly Funded by
General Funds, 2013/14 to 2017/18 Academic Years⁽¹⁾**

(Headcount)

Academic year	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
2013/14	-	1 (0.3%)	8 (5.1%)	25 (2.5%)	3 (0.9%)	23 (2.3%)	2 (0.4%)	3 (0.3%)
2014/15	-	1 (0.3%)	8 (5.0%)	34 (3.3%)	2 (0.6%)	24 (2.6%)	3 (0.6%)	2 (0.2%)
2015/16	1 (0.1%)	-	8 (5.1%)	33 (3.1%)	5 (1.4%)	25 (2.7%)	7 (1.4%)	2 (0.2%)
2016/17	1 (0.1%)	-	3 (2.0%)	8 (0.8%)	5 (1.5%)	32 (3.2%)	6 (1.1%)	5 (0.5%)
2017/18 (Provisional)	1 (0.1%)	-	4 (2.5%)	10 (1.1%)	7 (2.2%)	48 (4.9%)	11 (2.0%)	4 (0.4%)

Notes:

1. The percentage of relevant staff in relation to the academic staff in the academic departments of various universities with salaries wholly funded by general funds.
2. Figures may not add up to the corresponding totals due to rounding.
3. “-” 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

**Numbers and Percentages of Staff on Contract and Substantive Appointment
in UGC-funded Universities, 2013/14 to 2017/18 Academic Years**

2013/14 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
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%

2014/15 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
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%

2015/16 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
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%

2016/17 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 192	41.2%	1	0.03%	1 697	58.7%
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%

2017/18 Academic Year (Provisional)

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 162	40.5%	1	0.03%	1 706	59.5%
HKBU	885	56.3%	0	0%	687	43.7%
LU	264	48.4%	135	24.8%	146	26.8%
CUHK	2 502	54.2%	34	0.7%	2 077	45.0%
EdUHK	654	51.5%	98	7.7%	518	40.8%
PolyU	1 307	41.9%	129	4.1%	1 684	54.0%
HKUST	1 200	46.5%	49	1.9%	1 330	51.6%
HKU	2 978	60.5%	121	2.5%	1 825	37.1%

Notes:

1. Contract staff refer to staff with offer of appointment for 3 years or less per contract.
2. Long-term contract staff refer to staff with offer of appointment for more than 3 years per contract.
3. For CityU, HKBU and EdUHK, figures exclude research, honorary academic and part-time staff; for HKUST, figures exclude honorary academic 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, 2013/14 to 2017/18 Academic Years

Total Staff Number –

University	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional)
CityU	2 842	2 858	2 870	2 890	2 869
HKBU	1 438	1 467	1 497	1 530	1 572
LU	525	523	515	531	545
CUHK	4 442	4 475	4 546	4 608	4 613
EdUHK	1 149	1 189	1 234	1 251	1 270
PolyU	2 973	2 962	3 114	3 116	3 120
HKUST	2 469	2 507	2 538	2 575	2 579
HKU	4 922	4 922	4 926	4 925	4 924

University	Changes between 2013/14 and 2014/15		Changes between 2014/15 and 2015/16	
	No.	% change	No.	% change
CityU	+16	+0.6%	+12	+0.4%
HKBU	+29	+2.0%	+30	+2.0%
LU	-2	-0.4%	-8	-1.5%
CUHK	+33	+0.7%	+71	+1.5%
EdUHK	+40	+3.5%	+45	+3.8%
PolyU	-11	-0.4%	+152	+5.1%
HKUST	+38	+1.5%	+31	+1.2%
HKU	0	0%	+4	+0.1%

University	Changes between 2015/16 and 2016/17		Changes between 2016/17 and 2017/18	
	No.	% change	No.	% change
CityU	+20	+0.7%	-21	-0.7%
HKBU	+33	+2.2%	+42	+2.8%
LU	+16	+3.1%	+14	+2.64%
CUHK	+62	+1.3%	+5	+0.1%
EdUHK	+17	+1.4%	+19	+1.5%
PolyU	+2	+0.1%	+4	+0.1%
HKUST	+37	+1.5%	+4	+0.2%
HKU	-1	-0.02%	-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
HKU	The University of Hong Kong

**Numbers of Senior Staff in UGC-funded Universities
2013/14 to 2017/18 Academic Years**

University	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional)
CityU	346 (+17)	379 (+33)	394 (+15)	414 (+20)	442 (+28)
HKBU	130 (-5)	129 (-1)	127 (-2)	123 (-4)	129 (+6)
LU	53 (+1)	56 (+3)	52 (-4)	54 (+2)	51 (-3)
CUHK	317 (-12)	323 (+6)	309 (-14)	307 (-2)	293 (-14)
EdUHK	108 (-3)	115 (+7)	118 (+3)	117 (-1)	119 (+2)
PolyU	454 (+7)	446 (-8)	481 (+35)	480 (-1)	469 (-11)
HKUST	332 (+6)	333 (+1)	327 (-6)	322 (-5)	333 (+11)
HKU	368 (+8)	371 (+3)	371 (0)	382 (+11)	372 (-10)

Notes:

1. Examples of senior staff include chair professors, professors, 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

2013/14 to 2016/17 Academic Years
Expenditure on Salaries and Benefits and Income of UGC-funded universities ^{Note 1}

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

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	2,572	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

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	2,681	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.

2016/17 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	2,751	2,816	2,582	5,398
HKBU	1,883	1,317	1,795	3,113
LU	524	472	420	891
CUHK	4,995	4,835	4,400	9,235
EdUHK	1,072	1,028	635	1,664
PolyU	3,600	3,435	2,721	6,156
HKUST	2,452	2,642	2,084	4,726
HKU	5,280	4,929	4,897	9,826
Total	22,556	21,473	19,536	41,009

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	The Hong Kong University of Science and Technology
HKU	The 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 fees and other fees, interest and investment income, donations and benefactions, auxiliary services and other incomes.

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CONTROLLING OFFICER'S REPLY

EDB523

(Question Serial No. 5127)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the admission of students with special educational needs (SEN), students with disabilities and non-Chinese speaking (NCS) students by the University Grants Committee (UGC)-funded and self-financing institutions, please provide the following information for the past 5 years (2013/14 to 2017/18):

- (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 student;
- (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 NCS 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. (LegCo use): 63)

Reply:

- (a) The number of students with SEN studying full-time UGC-funded sub-degree and undergraduate programmes, by university and type of disability from the 2013/14 to 2017/18 academic years is at **Annex A**. For UGC-funded universities, funding for students with SEN and disabilities is subsumed under the block grant allocated to individual university. Hence, we are 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 such facilities.
- (c) The number of local NCS students admitted to full-time UGC-funded sub-degree and undergraduate programmes from the 2013/14 to 2017/18 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^(Note 1)
Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes
2013/14 to 2017/18**

(Headcount)

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2013/14 Academic Year										
Sub-degree Programmes	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 Programmes	Specific Learning Difficulties	3	4	1	5	-	-	4	1	18
	Autism Spectrum Disorders	-	-	-	2	-	2	2	3	9
	Attention Deficit / Hyperactivity Disorder	1	4	-	4	-	-	2	1	12
	Physical disability	7	1	2	10	1	3	3	6	33
	Visual impairment	7	4	2	1	2	3	2	10	31
	Hearing impairment	4	12	5	7	2	8	3	21	62
	Speech and Language Impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	4	-	-	3	-	1	10	-	18
	Others ^(Note 2)	4	11	1	4	3	16	6	17	62
	Sub-total	30	36	11	37	8	34	34	59	249
Total		31	36	11	37	8	44	34	59	260
2014/15 Academic Year										
Sub-degree Programmes	Physical disability	-	-	-	-	-	2	-	-	2
	Hearing impairment	1	-	-	-	-	-	-	-	1
	Others ^(Note 2)	1	-	-	-	-	6	-	-	7
	Sub-total	2	-	-	-	-	8	-	-	10
Undergraduate Programmes	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

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
	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 Programmes	Physical disability	-	-	-	-	-	2	-	-	2
	Hearing impairment	1	-	-	-	-	-	-	-	1
	Others ^(Note 2)	2	-	-	-	-	4	-	-	6
	Sub-total	3	-	-	-	-	6	-	-	9
Undergraduate Programmes	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
2016/17 Academic Year										
Sub-degree Programmes	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 Programmes	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

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
	Sub-total	40	19	12	67	16	47	59	107	367
Total		43	19	12	67	18	55	59	107	380
2017/18 Academic Year (provisional)										
Sub-degree Programmes	Specific Learning Difficulties	2	-	-	-	-	-	-	-	2
	Physical disability	-	-	-	-	-	1	-	-	1
	Hearing impairment	-	-	-	-	1	-	-	-	1
	Mental Illness	-	-	-	-	1	-	-	-	1
	Others ^(Note 2)	3	-	-	-	1	7	-	-	11
	Sub-total	5	-	-	-	3	8	-	-	16
Undergraduate Programmes	Specific Learning Difficulties	6	3	-	10	4	-	7	9	39
	Autism Spectrum Disorders	2	2	1	8	1	-	7	8	29
	Attention Deficit/ Hyperactivity Disorder	3	2	-	7	2	-	17	9	40
	Physical disability	9	4	1	9	1	5	9	12	50
	Visual impairment	1	4	1	4	1	3	10	13	37
	Hearing impairment	7	4	7	14	6	11	14	23	86
	Speech and Language Impairment	-	1	-	3	1	2	3	2	12
	Mental Illness	6	2	-	14	3	3	12	7	47
	Others ^(Note 2)	9	8	4	20	2	27	17	33	120
	Sub-total	43	30	14	89	21	51	96	116	460
Total		48	30	14	89	24	59	96	116	476

Notes:

- Figures are compiled based on the data provided by the UGC-funded universities via the Common Data Collection Format.
- 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 Programmes by Level of Study
2013/14 to 2017/18**

(Headcount)

Academic Year	Level of Study	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2013/14	Sub-degree Programmes	4	-	-	-	-	3	-	-	7
	Undergraduate Programmes	46	1	20	24	8	7	98	23	227
	Total	50	1	20	24	8	10	98	23	234
2014/15	Sub-degree Programmes	12	-	-	-	-	5	-	-	17
	Undergraduate Programmes	52	6	8	42	11	9	80	18	226
	Total	64	6	8	42	11	14	80	18	243
2015/16	Sub-degree Programmes	2	-	-	-	1	1	-	-	4
	Undergraduate Programmes	58	4	7	24	7	10	90	20	220
	Total	60	4	7	24	8	11	90	20	224
2016/17	Sub-degree Programmes	24	-	-	-	4	2	-	-	30
	Undergraduate Programmes	99	5	1	24	-	4	83	37	253
	Total	123	5	1	24	4	6	83	37	283
2017/18 (provisional)	Sub-degree Programmes	7	-	-	-	1	9	-	-	17
	Undergraduate Programmes	100	14	32	31	11	27	95	42	352
	Total	107	14	32	31	12	36	95	42	369

Notes:

1. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
2. '-' denotes nil.
3. 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**EDB524****(Question Serial No. 5310)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

- Please set out, by institution, 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 (2013/14 to 2017/18):

Sources of income	Institutions (\$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 list out, by institution, a list of local and overseas subsidiaries established or currently owned by UGC-funded institutions.

Asked by: Hon IP Kin-yuen (Member Question No. (LegCo use): 69)

Reply:

1. Total income by source of the eight University Grants Committee (UGC)-funded universities for the 2013/14 to 2016/17 academic years, based on universities' annual financial reports, is provided at **Annex A**. Information for the 2017/18 academic year is not available. The annual financial report of each university is also available on its website.
2. A list of subsidiaries / principal subsidiaries of UGC-funded universities as disclosed in their 2016/17 annual financial reports is provided at **Annex B**. The list of subsidiaries of each university is also provided in the annual financial report on its website.

Total income by source of the University Grants Committee (UGC)-funded universities for the 2013/14 to 2016/17 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)
2013/14																		
Government Subventions																		
Subventions from UGC <small>Note 1</small>	1,969	45.7%	1,056	36.4%	408	46.2%	3,986	50.1%	754	55.4%	2,754	50.6%	2,204	53.8%	3,926	42.4%	17,056	47.1%
Subventions from Gov't Agencies <small>Note 2</small>	77	1.8%	35	1.2%	12	1.4%	215	2.7%	57	4.2%	124	2.3%	52	1.3%	158	1.7%	731	2.0%
Sub-total	2,046	47.4%	1,091	37.6%	420	47.6%	4,200	52.8%	810	59.6%	2,878	52.9%	2,256	55.1%	4,085	44.1%	17,787	49.1%
Tuition and other sources of income																		
Tuition and other fees	1,482	34.4%	1,093	37.7%	390	44.1%	1,965	24.7%	439	32.3%	1,593	29.3%	949	23.2%	1,572	17.0%	9,482	26.2%
Interest and investment income	497	11.5%	353	12.2%	22	2.5%	668	8.4%	18	1.3%	307	5.6%	565	13.8%	1,134	12.2%	3,566	9.8%
Donations and benefactions	106	2.5%	109	3.8%	19	2.2%	464	5.8%	40	2.9%	208	3.8%	84	2.0%	1,509	16.3%	2,539	7.0%
Auxiliary services and other incomes	182	4.2%	252	8.7%	31	3.5%	663	8.3%	52	3.8%	455	8.4%	244	6.0%	964	10.4%	2,843	7.9%
Total Income	4,313	100.0%	2,899	100.0%	883	100.0%	7,960	100.0%	1,360	100.0%	5,441	100.0%	4,098	100.0%	9,264	100.0%	36,217	100.0%
2014/15																		
Government Subventions																		
Subventions from UGC <small>Note 1</small>	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 <small>Note 2</small>	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%

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	1,590	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%
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%

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)
2016/17																		
Government Subventions																		
Subventions from UGC ^{Note 1}	2,673	49.5%	1,261	40.5%	462	51.8%	4,532	49.1%	970	58.3%	3,208	52.1%	2,506	53.0%	4,689	47.7%	20,301	49.5%
Subventions from Gov't Agencies ^{Note 2}	143	2.6%	56	1.8%	10	1.1%	302	3.3%	58	3.5%	227	3.7%	136	2.9%	240	2.4%	1,172	2.9%
Sub-total	2,816	52.2%	1,317	42.3%	472	52.9%	4,835	52.3%	1,028	61.8%	3,435	55.8%	2,642	55.9%	4,929	50.2%	21,473	52.4%
Tuition and other sources of income																		
Tuition and other fees	1,561	28.9%	1,115	35.8%	249	27.9%	2,018	21.8%	491	29.5%	1,610	26.2%	1,099	23.3%	1,798	18.3%	9,941	24.2%
Interest and investment income	631	11.7%	307	9.9%	89	10.0%	847	9.2%	15	0.9%	386	6.3%	648	13.7%	1,392	14.2%	4,316	10.5%
Donations and benefactions	187	3.5%	109	3.5%	43	4.8%	696	7.5%	72	4.3%	238	3.9%	66	1.4%	443	4.5%	1,854	4.5%
Auxiliary services and other incomes	203	3.8%	264	8.5%	39	4.4%	839	9.1%	57	3.5%	487	7.9%	271	5.7%	1,264	12.9%	3,425	8.4%
Total Income	5,398	100.0%	3,113	100.0%	891	100.0%	9,235	100.0%	1,664	100.0%	6,156	100.0%	4,726	100.0%	9,826	100.0%	41,009	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 reports
CityU	<ul style="list-style-type: none"> • CityU Enterprises Limited • CityU Professional Services Limited • CityU Research Institute (Shenzhen) Company Limited • CityU Research Limited • CityU Veterinary Health Group Company Limited • CityU Veterinary Diagnostic Laboratory Company 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 • The 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 Technology Partnership 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 • Biotechnology Research Corporation Limited

University	Subsidiaries/Principal subsidiaries* as disclosed in financial reports
HKU	<ul style="list-style-type: none"> • Bioworld Investment Limited • 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 • 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.

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CONTROLLING OFFICER'S REPLY

EDB525

(Question Serial No. 4327)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the respective numbers of students with special educational needs who successfully enrolled into undergraduate programmes through the Joint University Programmes Admissions System in the past 3 years.

Asked by: Hon KWOK Ka-ki (Member Question No. (LegCo use): 302)

Reply:

According to the information provided by the Joint University Programmes Admissions System (JUPAS) Office, the numbers of students with special educational needs who successfully enrolled into undergraduate programmes funded by the University Grants Committee through JUPAS in 2015, 2016 and 2017 are 32, 27 and 36 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB526

(Question Serial No. 5956)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the number of students who pursued a degree programme funded by the University Grants Committee (UGC), will the Government inform this Committee:

- (a) of 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 from 2012/13 to 2017/18 academic years, with a breakdown by year of study, area of study and faculty in table form.
- (b) given the Government's previous saying that "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", various data can be found on the UGC web page on "statistics" which contains, among others, "Average Student Unit Cost of UGC-funded Programmes by Level of Study, Academic Programme Category and Teaching/Research Cost" (although the data is not updated). What are the differences between such data and those that the Government was unable to provide? If there is no difference, does it suggest that the Government has made a false statement?
- (c) of the number of non-local students among the undergraduates who pursued a UGC funded programme from 2012/13 to 2017/18 academic years, with a breakdown by institution, level of study, place of origin and mode of study; and
- (d) of 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. (LegCo use): 26)

Reply:

(a) and (b)

The University Grants Committee (UGC) has derived the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost, which are based on the actual costs reported by universities. Such information is available on the UGC website for public's information and reference. In addition to UGC funding, universities have other sources of income, such as donations and other research funding. The actual costs reported by universities are not solely covered by UGC funding. The UGC is thus unable to estimate accordingly the actual subvention or expenditure on specific programmes by level of study and academic programme category. It is noteworthy that the UGC has no precise requirements as to how the block grant should be spent by universities. Universities are given autonomy to allocate funds internally to programmes of various disciplines at different levels as they see fit. The UGC is therefore unable to identify or provide information about the actual subvention or expenditure on specific programmes.

The average student unit costs of the UGC-funded undergraduate places and the total subvention for the 2013/14 to 2017/18 academic years are set out below:

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual	2017/18 Revised estimate
Average student unit cost (\$'000)	209	222	237	242 ^{Note}	Not available
Total subvention for the UGC-funded universities (\$ billion)	15.2	16.2	17.9	18.6	18.9

Note:

Provisional figure.

(c)

At present, UGC-funded universities admit all non-local students in UGC-funded undergraduate programmes 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 level of study. The UGC will not provide extra resources for this purpose. To ensure that public money is not spent on subsidising non-local students, these non-local students are required to pay tuition fees at a level that is at least sufficient to cover all additional direct costs.

The number of non-local students of UGC-funded undergraduate programmes by university, mode of study and place of origin from the 2013/14 to 2017/18 academic years is at **Annex A**.

(d)

The number of non-local students of non-UGC-funded undergraduate programmes by institution, mode of study and place of origin from the 2013/14 to 2017/18 academic years is at **Annex B**.

**Number of non-local students of UGC-funded undergraduate programmes
by university, mode of study and place of origin
from the 2013/14 to 2017/18 academic years**

(full-time equivalent)

Academic year	University	Mode of Study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2013/14	City University of Hong Kong	Full-time	805	277	36	1 118
	Hong Kong Baptist University	Full-time	689	10	1	700
	Lingnan University	Full-time	147	19	5	171
	The Chinese University of Hong Kong	Full-time	1 336	325	77	1 738
	The Education University of Hong Kong	Full-time	235	11	-	246
	The Hong Kong Polytechnic University	Full-time	1 094	215	44	1 352
	The Hong Kong University of Science and Technology	Full-time	694	491	80	1 265
	The University of Hong Kong	Full-time	1 463	738	82	2 283
Total			6 463	2 086	325	8 873
2014/15	City University of Hong Kong	Full-time	814	360	36	1 210
	Hong Kong Baptist University	Full-time	699	15	2	716
	Lingnan University	Full-time	138	15	3	156
	The Chinese University of Hong Kong	Full-time	1 411	396	78	1 885
	The Education University of Hong Kong	Full-time	258	14	-	272
	The Hong Kong Polytechnic University	Full-time	1 120	266	46	1 432
	The Hong Kong University of Science and Technology	Full-time	668	543	87	1 298
	The University of Hong Kong	Full-time	1 465	791	72	2 327
Total			6 573	2 399	324	9 296
2015/16	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
Total			6 660	2 683	304	9 647

Academic year	University	Mode of Study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2016/17	City University of Hong Kong	Full-time	841	419	42	1 302
	Hong Kong Baptist University	Full-time	739	25	3	767
	Lingnan University	Full-time	123	16	1	140
	The Chinese University of Hong Kong	Full-time	1 438	592	63	2 094
	The Education University of Hong Kong	Full-time	340	23	-	363
	The Hong Kong Polytechnic University	Full-time	1 196	433	56	1 685
	The Hong Kong University of Science and Technology	Full-time	670	681	88	1 439
	The University of Hong Kong	Full-time	1 448	984	62	2 494
Total			6 796	3 173	315	10 284
2017/18 (provisional)	City University of Hong Kong	Full-time	854	432	51	1 337
	Hong Kong Baptist University	Full-time	731	63	5	799
	Lingnan University	Full-time	138	19	5	162
	The Chinese University of Hong Kong	Full-time	1 502	682	65	2 249
	The Education University of Hong Kong	Full-time	370	25	-	395
	The Hong Kong Polytechnic University	Full-time	1 111	508	52	1 671
	The Hong Kong University of Science and Technology	Full-time	692	767	88	1 547
	The University of Hong Kong	Full-time	1 486	1 086	65	2 638
Total			6 885	3 582	331	10 798

Notes:

1. There was no non-local student pursuing part-time UGC-funded undergraduate programmes in the 2013/14 to 2017/18 academic years.
2. “-” denotes nil.
3. Figures may not add up to the corresponding totals due to rounding.

Number of non-local students of full-time locally-accredited non-UGC-funded undergraduate programmes by institution, mode of study and place of origin from the 2013/14 to 2017/18 academic years

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
2013/14	Caritas Institute of Higher Education	43	-	43
	Centennial College	21	-	21
	Chu Hai College of Higher Education	46	9	55
	City University of Hong Kong	-	-	-
	Hang Seng Management College	7	-	7
	Hong Kong Art School	-	2	2
	Hong Kong Baptist University	69	-	69
	Hong Kong Institute of Technology	-	-	-
	Hong Kong Shue Yan University	208	-	208
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	189	189
	The Chinese University of Hong Kong	-	-	-
	The Education University of Hong Kong	39	2	41
	The Hong Kong Academy for Performing Arts	54	25	79
	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
	All institutions	913	251	1 164
2014/15	Caritas Institute of Higher Education	124	-	124
	Centennial College	68	1	69
	Chu Hai College of Higher Education	69	1	70
	City University of Hong Kong	-	-	-
	Hang Seng Management College	23	-	23
	Hong Kong Art School	-	1	1
	Hong Kong Baptist University	60	-	60
	Hong Kong Institute of Technology	-	1	1
	Hong Kong Nang Yan College of Higher Education	-	-	-
	Hong Kong Shue Yan University	207	-	207
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	228
	The Chinese University of Hong Kong	-	-	-
	Hong Kong Institute of Education	55	3	58
	The Hong Kong Academy for Performing Arts	50	21	71

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	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 Hong Kong University of Science and Technology	-	36	36
	Tung Wah College	52	-	52
	Vocational Training Council	27	4	31
	All institutions	1 160	311	1 471
2015/16	Caritas Institute of Higher Education	182	1	183
	Centennial College	87	5	92
	Chu Hai College of Higher Education	70	17	87
	City University of Hong Kong	-	-	-
	Gratia Christian College	-	-	-
	Hang Seng Management College	36	-	36
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	67	-	67
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nan Yan College of Higher Education	14	-	14
	Hong Kong Shue Yan University	186	-	186
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	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 Hong Kong University of Science and Technology	2	76	78
	Tung Wah College	55	-	55
	Vocational Training Council	36	4	40
	All institutions	1 307	335	1 642
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	-	-	-
	Gratia Christian College	-	-	-
	Hang Seng Management College	33	-	33

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	104	-	104
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher Education	7	-	7
	Hong Kong Shue Yan University	198	-	198
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	13	209	222
	The Chinese University of Hong Kong	-	-	-
	The Education University of Hong Kong	71	7	78
	The Hong Kong Academy for Performing Arts	27	24	51
	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 Hong Kong University of Science and Technology	7	104	111
	Tung Wah College	32	2	34
	Vocational Training Council	29	10	39
	All institutions	1 414	411	1 825
2017/18[#]	Caritas Institute of Higher Education	145	2	147
	Centennial College	29	6	35
	Chu Hai College of Higher Education	151	1	152
	City University of Hong Kong	-	4	4
	Gratia Christian College	-	-	-
	Hang Seng Management College	28	-	28
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	109	-	109
	Hong Kong Institute of Technology	-	4	4
	Hong Kong Nang Yan College of Higher Education	6	-	6
	Hong Kong Shue Yan University	241	-	241
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	38	260	298
	The Chinese University of Hong Kong	-	1	1
	The Education University of Hong Kong	50	6	56
	The Hong Kong Academy for Performing Arts	29	30	59
	The Hong Kong Polytechnic University	105	2	107
	The Open University of Hong Kong	506	6	512
	The University of Hong Kong	1	42	43

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	The Hong Kong University of Science and Technology	8	123	131
	Tung Wah College	20	2	22
	Vocational Training Council	19	6	25
	All institutions	1 485	495	1 980

Notes:

1. Figures include students pursuing first-year-first-degree and top-up degree programmes.
2. “-” denotes nil.
3. “#” denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB527

(Question Serial No. 6022)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government has mentioned that “as funding for publicly-funded sub-degree places is subsumed under the block grants, the University Grants Committee (UGC) is unable to identify and attribute the actual expenditure on specific programmes”. Yet, various UGC data can be found under the “Statistics” section on the website of UGC, including the “average student unit cost of UGC-funded programmes by level of study, academic programme category and teaching/research cost” (not the latest data though). In other words, is the UGC able to provide the average costs of individual sub-degree programmes? Please advise this Committee:

- (a) of the respective numbers of students and average unit costs for the UGC-funded sub-degree programmes and the total amounts of funding involved from the 2013/14 to 2017/18 academic years by year of study, academic programme and faculty (set out in table form) if such data is available; if such statistics are not available, of the reasons;
- (b) in relation to the above, of the numbers of non-local students from the 2013/14 to 2017/18 academic years by institution, level of study, place of origin and mode of study.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 126)

Reply:

(a)

The University Grants Committee (UGC) has derived the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost, which are based on the actual costs reported by universities. Such information is available on the UGC website for public's information and reference. In addition to UGC funding, universities have other sources of income, such as donations and other research funding. The actual costs reported by universities are not solely covered by UGC funding. The UGC is thus unable to estimate accordingly the actual subvention or expenditure on specific programmes by level of study and academic programme category.

It is noteworthy that the UGC has no precise requirements as to how the block grant should be spent by universities. Universities are given autonomy to allocate funds internally to programmes of various disciplines at different levels as they see fit. The UGC is therefore unable to identify or provide information about the actual subvention or expenditure on specific programmes.

The average student unit costs of the UGC-funded sub-degree places and the total subvention for the 2013/14 to 2017/18 academic years are set out below:

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual	2017/18 Revised estimate
Average student unit cost (\$'000)	139	156	172	176 ^{Note}	Not available
Total subvention for the UGC-funded universities (\$ billion)	15.2	16.2	17.9	18.6	18.9

Note:

Provisional figure.

(b)

At present, UGC-funded universities admit all non-local students in UGC-funded sub-degree programmes 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 level of study. The UGC will not provide extra resources for this purpose. To ensure that public money is not spent on subsidising non-local students, these non-local students are required to pay tuition fees at a level that is at least sufficient to cover all additional direct costs.

The number of non-local students of UGC-funded sub-degree programmes by university, mode of study and place of origin from the 2014/15 to 2016/17 academic years is at **Annex**. There was no non-local student pursuing full-time sub-degree programmes in the 2013/14 and 2017/18 academic years.

**Number of non-local students pursuing UGC-funded sub-degree programmes
by university, mode of study and place of origin
from the 2013/14 to 2017/18 academic years**

(full-time equivalent)

			Place of origin		
Academic year	University	Mode of study	Mainland China	Others (non-local)	Total
2014/15	The Hong Kong Polytechnic University	Full-time	2	-	2
2015/16	The Hong Kong Polytechnic University	Full-time	1	-	1
2016/17	The Hong Kong Polytechnic University	Full-time	-	1	1

Notes:

1. “-” denotes nil.
2. There was no non-local student pursuing UGC-funded sub-degree programmes in the 2013/14 and 2017/18 academic years.

- End -

CONTROLLING OFFICER'S REPLY

EDB528

(Question Serial No. 6023)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government has mentioned that “as funding for publicly-funded taught postgraduate (TPg)/research postgraduate (RPg) places is subsumed under the block grants, the University Grants Committee (UGC) is unable to identify and attribute the actual expenditure on specific programmes”. Yet, various UGC data can be found under the “Statistics” section on the website of UGC, including the “average student unit cost of UGC-funded programmes by level of study, academic programme category and teaching/research cost” (not the latest data though). In other words, is the UGC able to provide the average costs of individual programmes? Please advise this Committee:

- (a) of the respective numbers of students and average unit costs for the UGC-funded TPg/RPg programmes and the total amounts of funding involved from the 2013/14 to 2017/18 academic years by year of study, academic programme and faculty (set out in table form) if such data is available; if such statistics are not available, of the reasons;
- (b) in relation to the above, of the number of non-local students from the 2013/14 to 2017/18 academic years by institution, level of study, place of origin and mode of study.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. (LegCo use): 133)

Reply:

(a)

The University Grants Committee (UGC) has derived the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost, which are based on the actual costs reported by universities. Such information is available on the UGC website for public's information and reference. In addition to UGC funding, universities have other sources of income, such as donations and other research funding. The actual costs reported by universities are not solely covered by UGC funding. The UGC is thus unable to estimate accordingly the actual subvention or

expenditure on specific programmes by level of study and academic programme category. It is noteworthy that the UGC has no precise requirements as to how the block grant should be spent by universities. Universities are given autonomy to allocate funds internally to programmes of various disciplines at different levels as they see fit. The UGC is therefore unable to identify or provide information about the actual subvention or expenditure on specific programmes.

The average student unit costs of UGC-funded TPg and RPg places, as well as the total subvention for the 2013/14 to 2017/18 academic years are set out below:

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual	2017/18 Revised estimate
Average student unit cost (\$'000)					
- UGC-funded TPg programmes	202	215	230	232 ^{Note}	Not available
- UGC-funded RPg programmes	475	511	548	568 ^{Note}	Not available
Total subvention for the UGC-funded universities (\$ billion)	15.2	16.2	17.9	18.6	18.9

Note:

Provisional figures.

(b)

At present, UGC-funded universities admit all non-local students in UGC-funded TPg programmes 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 level of study. The UGC will not provide extra resources for this purpose. To ensure that public money is not spent on subsidising non-local students, these non-local students are required to pay tuition fees at a level that is at least sufficient to cover all additional direct costs.

As regards the UGC-funded RPg programmes, the UGC-funded universities admit RPg students on a merit basis, taking into account the students' academic results and research capability, irrespective of their place of origin. This practice helps engage outstanding research talents worldwide to boost the level of research in Hong Kong, and is in line with the common practice of the international academic community.

The respective number of non-local students pursuing the UGC-funded TPg and RPg programmes in the 2013/14 to 2017/18 academic years by university, mode of study and place of origin is at **Annex**.

**Number of non-local students pursuing the UGC-funded TPg programmes
by university, mode of study and place of origin
from the 2013/14 to 2017/18 academic years**

(full-time equivalent)

Academic year	University	Mode of Study	Place of Origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2013/14	City University of Hong Kong	Full-time	4	-	1	5
	The Chinese University of Hong Kong	Full-time	13	2	-	15
	The Education University of Hong Kong	Full-time	4	1	-	5
	The University of Hong Kong	Full-time	65	11	10	86
Total			86	14	11	111
2014/15	City University of Hong Kong	Full-time	4	2	2	8
	The Chinese University of Hong Kong	Full-time	6	1	-	7
	The Education University of Hong Kong	Full-time	3	-	-	3
	The University of Hong Kong	Full-time	56	12	9	77
Total			69	15	11	95
2015/16	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
Total			51	14	9	74
2016/17	Hong Kong Baptist University	Part-time	1	-	-	1
	The Chinese University of Hong Kong	Full-time	3	-	-	3
		Part-time	1	-	-	1
	The Education University of Hong Kong	Full-time	5	-	-	5
	The University of Hong Kong	Full-time	44	8	1	53
Total			53	8	1	62
2017/18 (Provisional)	The Chinese University of Hong Kong	Full-time	1	1	-	2
	The Education University of Hong Kong	Full-time	7	-	-	7
	The University of Hong Kong	Full-time	63	9	2	74
Total			71	10	2	83

Notes:

1. “-” denotes nil.
2. Figures may not add up to the corresponding totals due to rounding.

**Number of non-local students pursuing the UGC-funded RPg programmes
by university, mode of study and place of origin
from the 2013/14 to 2017/18 academic years**

(Full-time equivalent)

(Full-time equivalent)

Academic year	University	Mode of Study	Place of Origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2013/14	City University of Hong Kong	Full-time	480	55	52	587
	Hong Kong Baptist University	Full-time	160	15	16	191
	Lingnan University	Full-time	33	5	12	50
	The Chinese University of Hong Kong	Full-time	1 249	40	34	1 323
	The Education University of Hong Kong	Full-time	20	3	2	25
	The Hong Kong Polytechnic University	Full-time	448	42	36	526
	The Hong Kong University of Science and Technology	Full-time	1 044	107	42	1 193
	The University of Hong Kong	Full-time	1 331	117	110	1 558
		Part-time	-	1	-	1
Total			4 765	385	304	5 454
2014/15	City University of Hong Kong	Full-time	537	63	71	671
	Hong Kong Baptist University	Full-time	162	13	20	195
	Lingnan University	Full-time	35	4	16	55
	The Chinese University of Hong Kong	Full-time	1 323	31	36	1 390
	The Education University of Hong Kong	Full-time	13	4	2	19
	The Hong Kong Polytechnic University	Full-time	456	51	52	559
	The Hong Kong University of Science and Technology	Full-time	1 028	119	48	1 195
	The University of Hong Kong	Full-time	1 353	114	125	1 592
		Part-time	-	1	-	1
Total			4 906	399	370	5 676
2015/16	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
Total			5 110	424	391	5 925

Academic year	University	Mode of Study	Place of Origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2016/17	City University of Hong Kong	Full-time	664	94	86	844
	Hong Kong Baptist University	Full-time	170	15	22	207
	Lingnan University	Full-time	27	6	15	48
	The Chinese University of Hong Kong	Full-time	1 422	44	43	1 509
	The Education University of Hong Kong	Full-time	37	6	2	45
	The Hong Kong Polytechnic University	Full-time	477	68	63	608
	The Hong Kong University of Science and Technology	Full-time	1 014	149	65	1 228
	The University of Hong Kong	Full-time	1 319	120	118	1 556
Total			5 130	502	414	6 045
2017/18 (Provisional)	City University of Hong Kong	Full-time	690	113	99	902
		Part-time	1	-	-	1
	Hong Kong Baptist University	Full-time	158	14	20	192
	Lingnan University	Full-time	24	13	16	53
	The Chinese University of Hong Kong	Full-time	1 421	58	41	1 520
	The Education University of Hong Kong	Full-time	41	10	4	55
	The Hong Kong Polytechnic University	Full-time	506	76	68	650
	The Hong Kong University of Science and Technology	Full-time	966	181	80	1 227
	The University of Hong Kong	Full-time	1 309	109	104	1 522
Total			5 116	574	432	6 122

Notes:

1. The number of UGC-funded RPg students include only students funded by UGC within their normal study periods.
2. Figures may not add up to the corresponding totals due to rounding. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources of funding on a pro-rata basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB529

(Question Serial No. 4167)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James Tang)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of sign language interpretation services in the past 5 years, will the Government inform this Committee of the following:

1. whether sign language interpretation services have been provided; if yes, please set out the frequency, occasions and causes for providing such services in each year;
2. further to the above question, please set out the number of sign language interpreters involved in each year, their pay and the organisations to which they belong; as well as the total expenditure involved in each year; and
3. whether the Government will consider allocating more resources to improve the services for communicating with the deaf and/or persons with hearing impairment in future. If yes, what are the details (including measures, manpower and expenditure involved and timetable, etc.)? If no, what are the reasons?

Asked by: Hon LEUNG Yiu-chung (Member Question No. (LegCo use): 106)

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

EDB530

(Question Serial No. 5415)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau/University Grants Committee (UGC) inform this Committee 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 2017/18 academic year by institution?

Asked by: Hon MA Fung-kwok (Member Question No. (LegCo use): 62)

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 2017/18 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	2017/18 academic year			
	Publicly-funded hostel places	Privately-funded hostel places	Temporary hostel places	Total
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 629	251	216	2 096
Lingnan University	1 300	1 170	107	2 577
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	4 654	0	353	5 007
The Hong Kong University of Science and Technology	3 820	1 172	732	5 724
The University of Hong Kong	5 573	613	200	6 386
Total	27 950	6 007	2 282	36 239

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded universities

University	Ratio of hostel places allocated in the 2017/18 academic year	
	Local students	Non-local students
City University of Hong Kong	45%	55%
Hong Kong Baptist University	59%	41%
Lingnan University	80%	20%
The Chinese University of Hong Kong	59%	41%
The Education University of Hong Kong	76%	24%
The Hong Kong Polytechnic University	49%	51%
The Hong Kong University of Science and Technology	47%	53%
The University of Hong Kong	47%	53%
Overall	55%	45%

- End -

CONTROLLING OFFICER'S REPLY**EDB531****(Question Serial No. 5887)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)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 2013 and 2017:

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				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				

Asked by: Hon MO Claudia (Member Question No. (LegCo use): 45)

Reply:

a and b

Funding provided by the University Grants Committee (UGC) to its funded universities is made in the form of a block grant on the basis of the approved student places allocated to each university. At present, UGC-funded universities can admit non-local students to their publicly-funded sub-degree, undergraduate and taught postgraduate programmes through over-enrolment outside the approved student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes by study level. No extra resources will be provided by the UGC for over-enrolment. These non-local students are required to pay tuition fees at a level that is at least sufficient to recover all additional direct costs. In other words, no additional public resources are involved in over-enrolment of non-local students.

The numbers of non-local students of UGC-funded programmes by place of origin from the 2013/14 to 2017/18 academic years are set out at Annex A. The numbers of non-local students of UGC-funded undergraduate programmes by place of origin for the corresponding period are set out at Annex B.

Numbers of Non-local Students of UGC-funded Programmes
by Place of Origin from the 2013/14 to 2017/18 Academic Years

(Headcount)

Place of Origin	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18 [#]
Mainland China	11 374	11 610	11 891	12 037	12 099
Taiwan	374	470	548	602	649
Japan and Korea	723	841	960	1 149	1 294
Other parts of Asia	1 398	1 520	1 622	1 953	2 242
Russia	24	32	38	44	47
European Union	309	325	311	283	277
Other European countries	52	49	46	49	44
Africa	60	86	104	139	181
Oceania	16	23	29	27	29
Central and South America	39	35	27	31	34
North America	142	160	151	159	155
Total	14 510	15 151	15 727	16 474	17 050

Notes:

1. [#] Provisional figures.
2. The above figures include students of all study levels of UGC-funded programmes. The figures of UGC-funded research postgraduate students refer to the numbers of research postgraduate students fully or partially funded (on pro-rata basis) by the UGC within normal study periods. Figures may not add up to the corresponding totals due to rounding.

Numbers of Non-local Students of UGC-funded Undergraduate Programmes
by Place of Origin from the 2013/14 to 2017/18 Academic Years

(Headcount)

Place of Origin	Academic Year				
	2013/14	2014/15	2015/16	2016/17	2017/18 [#]
Mainland China	6 521	6 630	6 726	6 852	6 911
Taiwan	341	440	515	572	622
Japan and Korea	690	808	926	1 115	1 239
Other parts of Asia	1 065	1 168	1 251	1 505	1 738
Russia	14	19	25	26	28
European Union	145	137	123	122	127
Other European countries	33	29	26	32	27
Africa	19	23	23	28	35
Oceania	11	16	17	14	14
Central and South America	19	18	14	14	15
North America	84	86	77	81	85
Total	8 942	9 374	9 723	10 361	10 841

Note: [#] Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB532

(Question Serial No. 5734)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Research Grants Council (RGC) indicated that in view of the low rate of return for the funded projects, it will provide 90% of funding for projects approved under the General Research Fund (GRF) from 2018/19, thus effectively reducing the research funding. Please advise this Committee:

- (a) whether the Government has got an update from the RGC on the reduction of GRF funding; if yes, of the relevant work and the responses of the RGC;
- (b) in view of the fact that the Chief Executive and the Financial Secretary have repeatedly mentioned the need to promote research and development (R&D) in Hong Kong, whether the Government has assessed the impact of the RGC's reduction of GRF funding on local R&D; if yes, of the details; if no, of the reasons;
- (c) how the Government will follow up the issue on the reduction of GRF funding by the RGC; and of the details;
- (d) of the amounts of provision received by the RGC in the past 3 years; and the details about the usage of the provision by the RGC by year; and
- (e) of the financial figures of the GRF, including the amounts of provision allocated, numbers of applications and projects approved, and the average rate of return for funded projects in the past 3 years.

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 105)

Reply:

- (a)-(c) In 2016, the Research Grants Council (RGC) estimated that the investment income of the Research Endowment Fund (REF) would be around \$0.7 billion while the expenditure of approved research projects would be \$1.07 billion in 2017/18. Hence, there would be an estimated deficit of about \$0.37 billion in the year concerned. RGC also noted that the investment return of REF had dropped significantly from 6.8% in 2009 to 2.8% in 2017. Against this background, the RGC agreed at its meeting in December 2016 that, the approved projects under General Research Fund (GRF) would be provided with 90% of the funding required only from the 2018/19 funding exercise, while the remaining 10% would be provided by universities on a voluntary matching basis. The University Grants Committee (UGC) had consulted the Heads of the eight UGC-funded universities on this temporary saving measure. They agreed to implement the temporary saving measure. Upon learning about the temporary saving measure, the Education Bureau wrote to the UGC Chairman to reaffirm the Government's commitment to support university research and emphasize that the RGC might utilize part of the capital of REF as an interim measure. Subsequently, the UGC and RGC stated that the proposal to provide GRF with 90% of funding is only a temporary measure to be implemented in mid-2018.

In view of the expected rebound of the investment return of REF to 4.6% in 2018, the RGC will consider suspending the launch of the temporary measure at its meeting to be held in June 2018. Since the Task Force on Review of Research Policy and Funding led by Professor Tsui Lap-chee will complete its review report later this year, the RGC will consider the future plan holistically, including the overall research funding level.

In addition, the UGC will allocate \$150 million from its Central Allocation Vote to set up the Research Impact Fund in 2018/19 to support impactful or translational research projects. In May 2018, the UGC will consider increasing funding provision for the Areas of Excellence Scheme projects from \$90 million to \$100 million per year. Therefore, we expect that the total amount of research funding from the RGC in 2018/19 will not be reduced.

- (d) Established in 2009, the REF has an original endowment of \$18 billion and an injection of \$5 billion in 2012. The investment income of the REF is used as research funding for competitive allocation to the UGC-funded universities and the local self-financing degree sector to enhance academic and research development.

Regarding the REF, the amount of investment income in 2014/15 to 2016/17 (i.e. from 1 September of a given year to 31 August of the following year) were \$1,248 million, \$1,038 million and \$772 million respectively.

The total funding allocation for various funding schemes in 2014/15 to 2016/17 academic years were \$1,152 million, \$1,127 million and \$1,158 million respectively.

- (e) The budget, amount of funding awarded, number of applications and number of funded projects for the past three years are set out below:

	2014/15	2015/16	2016/17
Budget	\$617 m	\$616 m	\$618 m
Amount of funding awarded	\$595 m	\$597 m	\$599 m
No. of applications	2 683	2 725	2 835
No. of funded projects	972	949	969

RGC approves funding for research projects mainly on the basis of academic quality. The rate of return of research projects is not a consideration.

- End -

CONTROLLING OFFICER'S REPLY

EDB533

(Question Serial No. 5745)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Policy Address mentions that for promoting the development of innovation and technology, the Education Bureau will, use the investment returns generated from the \$3 billion injection into the Research Endowment Fund (REF), to provide studentships, equal to the tuition fees payable, for local students admitted to the University Grants Committee (UGC)-funded research postgraduate (RPg) programmes to incentivise more local students to engage in research work. Please inform this Committee:

- (1) of the respective numbers and percentages of Mainland and local students admitted to RPg programmes in the past 5 years;
- (2) of the expected investment returns generated from the injection, the expected number of local RPg students attracted, and whether a target has been set in raising the percentage of local students admitted to RPg programmes;
- (3) on nurturing a larger pool of local research talent, whether the Government and the UGC will review the policy that overemphasizes internationalisation at the expense of nurturing local talent, such as improving research postgraduates' employment opportunities in tertiary institutions after graduation and their remuneration packages, and whether the Government will continue to explore other economic incentives to encourage more local students to pursue such programmes by increasing the number of scholarships for local students?

Asked by: Hon MOK Charles Peter (Member Question No. (LegCo use): 125)

Reply:

- (1) Student enrolment of the UGC-funded RPg programmes by place of origin in the 2013/14 to 2017/18 academic years is at Annex.

- (2) On 19 January 2018, the Finance Committee of the Legislative Council approved an injection of \$3 billion into the REF. Projection at that time suggested that with the rate of return in the range from 2.4% to 3.3% per annum, the annual funding available from the investment income generated by the injection would be around \$72 million to \$99 million, which could provide studentships for about 1 710 to 2 350 eligible students annually. The studentships scheme aims at providing additional economic incentive to attract more local students to apply for admission to relevant UGC-funded programmes. There is no cap on the number of studentship recipients. The UGC will use its own resources to cover any shortfall if the accumulated investment return to be generated from the \$3 billion endowment is not sufficient to provide studentships for all eligible students. We hope the scheme will incentivise more local graduates to enroll in RPg programmes.
- (3) The aim of RPg programmes is to enhance academic standards and extend the frontiers of knowledge through research. To boost the research capability in Hong Kong through attracting high quality talent from around the world, the UGC-funded universities admit RPg students on a merit basis, taking into account the students' academic results and research capability. This helps ensure that the best candidates irrespective of place of origin are engaged to boost the level of research in Hong Kong and is in line with the common practice of the international academic community. That said, we consider it necessary to encourage more local students to apply for admission to RPg programmes. Our goal is to build up a pool of local research talent to sustain Hong Kong's competitiveness and propel the development of our higher education sector. We will monitor and review the effectiveness of the studentships scheme in a timely manner to provide support to local students enrolled in RPg programmes as necessary. Besides, the UGC set up the Task Force on Review of Research Policy and Funding to review the existing research support strategy, the level of research funding and the funding allocation mechanism for the higher education sector. The purpose of the review is to ensure quality of research and that research can at the same time meet the needs of society, and translate the research outcomes into competitive advantages which are beneficial to Hong Kong's social and economic development. The Task Force will submit its review report to the Government by the end of the year.

**Student enrolment of UGC-funded research postgraduate programmes
by place of origin¹ from the 2013/14 to 2017/18 academic years**

(Headcount)

Academic year	Place of Origin						Total	
	Local students		Non-local students					
			Mainland China		Other non-local			
	No.	%	No.	%	No.	%	No.	%
2013/14	1 557	22.2%	4 767	68.0%	690	9.8%	7 014	100.0%
2014/15	1 437	20.2%	4 909	69.0%	772	10.8%	7 118	100.0%
2015/16	1 442	19.6%	5 112	69.4%	816	11.1%	7 370	100.0%
2016/17	1 519	20.1%	5 131	67.8%	917	12.1%	7 567	100.0%
2017/18 (Provisional)	1 478	19.4%	5 117	67.3%	1 008	13.3%	7 603	100.0%

Notes:

1. Place of origin refers to the nationality or the place of residence of a non-local student.
2. The number of UGC-funded RPg students refers to students funded by the UGC within their normal study periods.
3. Percentages may not add up to the corresponding totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY**EDB534****(Question Serial No. 5206)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

- (a) Please set out the information regarding government subsidised degree places in the past 5 years in the table below;

(University)

	2013	2014	2015	2016	2017
Title of degree, e.g. Department of Chinese	Number of local / non-local / Mainland students	Number of local / non-local / Mainland students	Number of local / non-local / Mainland students	Number of local / non-local / Mainland students	Number of local / non-local / Mainland students
Total					

- (b) Please set out the information regarding government subsidised degree places in the past 5 years in the table below.

(University)

	2013	2014	2015	2016	2017
Title of degree, e.g. Department of Chinese	Tuition fees for local / non-local students	Tuition fees for local / non-local students	Tuition fees for local / non-local students	Tuition fees for local / non-local students	Tuition fees for local / non-local students

Asked by: Hon TAM Man-ho, Jeremy (Member Question No. (LegCo use): 600)

Reply:

- (a) The respective numbers of local and non-local students of the University Grants Committee (UGC)-funded programmes by university, place of origin and broad academic programme category (APC) for the 2013/14 to 2017/18 academic years are at **Annex A**.
- (b) In the past five years, the tuition fees for UGC-funded programmes at the undergraduate level or above were \$42,100 per student per annum. Under the existing policy, UGC-funded universities should charge non-local students of UGC-funded programmes (except research postgraduate 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. In the 2017/18 academic year, the tuition fees payable by non-local students of UGC-funded undergraduate programmes range from \$120,000 to \$146,000 per annum. UGC-funded universities enjoy 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.

**Number of Local and Non-local Students of UGC-funded Programmes
by University, Place of Origin and Broad Academic Programme Category, 2013/14 to 2017/18 Academic Years**

2013/14 Academic Year

(Headcount)											
APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Medicine, Dentistry and Health	Local		13	210	-	2 924	-	2 940	-	3 137	9 225
	Non-local	Mainland China	8	67	-	261	-	43	-	365	744
		Others	2	2	-	18	-	11	-	80	112
Total			23	279	-	3 203	-	2 994	-	3 582	10 081
Sciences	Local		1 796	887	-	2 602	809	1 800	2 776	1 988	12 658
	Non-local	Mainland China	369	279	-	659	20	237	639	637	2 840
		Others	73	9	-	79	1	26	200	141	529
Total			2 238	1 175	-	3 340	829	2 063	3 616	2 766	16 027
Engineering and Technology	Local		3 033	-	-	1 854	-	5 091	1 609	2 288	13 875
	Non-local	Mainland China	315	1	-	541	-	626	704	727	2 913
		Others	90	-	-	74	-	90	251	240	745
Total			3 438	1	-	2 469	-	5 807	2 564	3 255	17 533
Business and Management	Local		3 402	1 040	764	2 383	30	3 514	1 738	1 106	13 977
	Non-local	Mainland China	340	151	101	577	2	565	185	339	2 260
		Others	159	7	13	152	-	163	152	177	822
Total			3 902	1 197	878	3 111	32	4 242	2 075	1 622	17 060

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Social Sciences	Local		1 862	1 627	557	2 523	224	494	591	2 688	10 567
	Non-local	Mainland China	141	237	38	385	19	17	119	563	1 521
		Others	68	11	12	100	1	10	43	308	553
Total			2 071	1 875	607	3 009	245	521	753	3 560	12 640
Arts and Humanities	Local		1 183	1 484	1 103	2 078	1 987	1 562	966	1 633	11 997
	Non-local	Mainland China	121	96	41	171	112	64	91	146	842
		Others	28	13	16	57	6	39	74	87	320
Total			1 333	1 593	1 160	2 305	2 105	1 665	1 130	1 867	13 159
Education	Local		-	907	-	1 262	4 538	-	9	1 110	7 825
	Non-local	Mainland China	-	21	-	42	106	-	-	85	254
		Others	-	2	-	3	10	-	-	41	55
Total			-	930	-	1 306	4 654	-	9	1 236	8 135
Total	Local		11 289	6 156	2 424	15 625	7 589	15 402	7 688	13 952	80 125
	Non-local	Mainland China	1 294	852	180	2 636	259	1 552	1 738	2 863	11 374
		Others	421	43	41	482	17	339	720	1 073	3 136
Total			13 004	7 051	2 645	18 743	7 865	17 293	10 146	17 888	94 635

2014/15 Academic Year

(Headcount)

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Medicine, Dentistry and Health	Local		18	214	-	3 016	-	2 958	-	3 228	9 435
	Non-local	Mainland China	8	76	-	294	-	37	-	372	786
		Others	4	4	-	20	-	20	-	84	131
Total			30	293	-	3 330	-	3 015	-	3 684	10 352
Sciences	Local		1 766	891	-	2 668	698	1 795	2 285	2 054	12 158
	Non-local	Mainland China	362	287	-	728	19	248	592	630	2 866
		Others	89	10	-	96	1	33	184	156	568
Total			2 217	1 188	-	3 492	718	2 077	3 061	2 840	15 592
Engineering and Technology	Local		3 181	-	-	1 873	-	4 972	2 537	2 480	15 042
	Non-local	Mainland China	378	1	-	544	-	622	721	706	2 972
		Others	125	-	-	82	-	108	331	237	884
Total			3 683	1	-	2 499	-	5 703	3 589	3 423	18 898
Business and Management	Local		3 520	1 022	762	2 400	-	3 551	2 360	1 150	14 766
	Non-local	Mainland China	346	154	82	607	-	602	240	353	2 384
		Others	187	9	11	170	-	206	234	179	995
Total			4 054	1 185	855	3 176	-	4 359	2 834	1 682	18 145
Social Sciences	Local		2 016	1 666	543	2 572	416	474	458	2 788	10 931
	Non-local	Mainland China	164	236	39	393	43	16	123	580	1 594
		Others	87	12	10	111	2	16	42	334	614
Total			2 267	1 914	592	3 076	461	506	622	3 701	13 139

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Arts and Humanities	Local		1 334	1 498	1 098	2 145	2 003	1 597	92	1 738	11 505
	Non-local	Mainland China	97	101	52	165	110	72	21	154	771
		Others	42	14	17	68	7	36	6	99	289
Total			1 473	1 613	1 167	2 378	2 120	1 704	119	1 991	12 564
Education	Local		-	966	-	1 314	4 578	-	4	1 059	7 922
	Non-local	Mainland China	-	12	-	41	102	-	-	81	236
		Others	-	1	-	1	10	-	-	49	61
Total			-	980	-	1 355	4 691	-	4	1 190	8 220
Total	Local		11 836	6 257	2 403	15 988	7 695	15 348	7 736	14 496	81 759
	Non-local	Mainland China	1 355	867	173	2 772	274	1 597	1 696	2 876	11 610
		Others	534	50	38	546	20	418	797	1 139	3 542
Total			13 725	7 174	2 614	19 306	7 989	17 363	10 229	18 511	96 911

2015/16 Academic Year

(Headcount)

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Medicine, Dentistry and Health	Local		47	221	-	3 095	-	2 819	-	3 297	9 478
	Non-local	Mainland China	12	72	-	322	-	32	-	349	787
		Others	7	5	-	19	-	20	-	73	124
Total			66	298	-	3 436	-	2 871	-	3 718	10 389
Sciences	Local		1 688	912	-	2 739	725	1 856	2 257	2 091	12 268
	Non-local	Mainland China	372	284	-	776	25	273	589	667	2 986
		Others	102	9	-	107	1	38	215	175	648
Total			2 162	1 204	-	3 622	752	2 167	3 061	2 933	15 902
Engineering and Technology	Local		3 301	-	-	1 865	-	4 990	2 619	2 637	15 412
	Non-local	Mainland China	424	1	-	552	-	637	722	689	3 026
		Others	123	-	-	94	-	138	359	243	957
Total			3 849	2	-	2 511	-	5 765	3 699	3 570	19 396
Business and Management	Local		3 541	1 019	773	2 394	31	3 572	2 409	1 167	14 905
	Non-local	Mainland China	359	174	80	593	2	622	230	355	2 415
		Others	199	12	8	211	-	229	246	175	1 081
Total			4 099	1 206	861	3 197	33	4 423	2 885	1 697	18 401
Social Sciences	Local		2 165	1 733	536	2 570	422	458	443	2 844	11 170
	Non-local	Mainland China	156	240	45	426	53	14	128	570	1 632
		Others	92	11	14	128	3	14	46	355	664
Total			2 413	1 984	595	3 124	479	486	617	3 769	13 466

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Arts and Humanities	Local		1 465	1 578	1 074	2 165	2 086	1 597	102	1 791	11 859
	Non-local	Mainland China	89	110	64	171	127	69	21	141	792
		Others	54	16	14	78	9	31	7	92	299
Total			1 608	1 704	1 152	2 414	2 221	1 697	129	2 024	12 950
Education	Local		-	990	-	1 259	4 714	-	-	1 059	8 022
	Non-local	Mainland China	-	13	-	37	105	-	-	99	253
		Others	-	1	-	1	11	-	-	50	63
Total			-	1 005	-	1 297	4 830	-	-	1 208	8 339
Total	Local		12 206	6 453	2 383	16 087	7 978	15 293	7 829	14 886	83 115
	Non-local	Mainland China	1 413	894	189	2 877	312	1 647	1 690	2 870	11 891
		Others	578	55	36	637	24	470	873	1 163	3 836
Total			14 197	7 402	2 608	19 601	8 314	17 410	10 391	18 919	98 842

2016/17 Academic Year

(Headcount)

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Medicine, Dentistry and Health	Local		99	225	-	3 215	-	2 881	-	3 405	9 825
	Non-local	Mainland China	18	72	-	334	-	20	-	347	791
		Others	16	9	-	27	-	33	-	93	177
Total			133	306	-	3 576	-	2 933	-	3 844	10 792
Sciences	Local		1 763	932	-	2 750	653	1 883	2 293	2 110	12 385
	Non-local	Mainland China	415	283	-	790	28	293	622	670	3 101
		Others	127	14	-	143	1	62	254	222	823
Total			2 306	1 228	-	3 683	683	2 238	3 170	3 002	16 310
Engineering and Technology	Local		3 153	-	-	1 788	-	5 158	2 731	2 720	15 550
	Non-local	Mainland China	453	1	-	531	-	648	687	664	2 984
		Others	151	-	-	104	-	182	377	285	1 099
Total			3 756	2	-	2 424	-	5 988	3 795	3 668	19 633
Business and Management	Local		3 511	1 014	818	2 301	39	3 448	2 430	1 173	14 734
	Non-local	Mainland China	355	185	61	627	2	638	233	367	2 468
		Others	208	14	13	270	-	282	295	199	1 280
Total			4 075	1 213	892	3 197	42	4 368	2 957	1 739	18 482
Social Sciences	Local		2 169	1 687	552	2 619	425	468	428	2 871	11 219
	Non-local	Mainland China	152	232	35	429	55	14	118	550	1 584
		Others	89	14	16	139	4	15	47	365	690
Total			2 410	1 933	603	3 188	484	497	593	3 785	13 493

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Arts and Humanities	Local		1 483	1 612	1 109	2 169	1 970	1 576	106	1 800	11 825
	Non-local	Mainland China	112	128	54	173	154	65	24	134	844
		Others	50	13	9	75	11	48	10	88	304
Total			1 646	1 753	1 172	2 417	2 135	1 689	140	2 022	12 973
Education	Local		-	914	-	1 137	4 866	-	-	972	7 889
	Non-local	Mainland China	-	11	-	31	142	-	-	83	266
		Others	-	1	-	3	15	-	-	45	64
Total			-	925	-	1 170	5 023	-	-	1 100	8 218
Total	Local		12 179	6 384	2 479	15 980	7 953	15 415	7 988	15 050	83 428
	Non-local	Mainland China	1 505	911	150	2 914	382	1 677	1 684	2 814	12 037
		Others	641	65	38	761	31	621	983	1 296	4 436
Total			14 325	7 360	2 667	19 655	8 366	17 713	10 655	19 160	99 901

2017/18 Academic Year (provisional)

(Headcount)

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Medicine, Dentistry and Health	Local		128	225	-	3 256	-	2 937	-	3 430	9 976
	Non-local	Mainland China	22	61	-	304	-	24	-	339	750
		Others	24	7	-	34	-	36	-	102	204
Total			175	293	-	3 594	-	2 997	-	3 871	10 930
Sciences	Local		1 861	934	-	2 855	628	1 638	2 337	2 197	12 449
	Non-local	Mainland China	428	269	-	852	35	327	646	674	3 231
		Others	151	18	-	172	2	71	294	300	1 008
Total			2 440	1 221	-	3 879	665	2 036	3 277	3 171	16 689
Engineering and Technology	Local		2 976	-	-	1 835	-	5 484	2 783	2 763	15 842
	Non-local	Mainland China	444	1	-	529	-	598	636	663	2 871
		Others	181	-	-	119	-	228	449	294	1 270
Total			3 601	2	-	2 483	-	6 309	3 867	3 720	19 983
Business and Management	Local		3 455	1 066	790	2 350	49	2 842	2 577	1 132	14 261
	Non-local	Mainland China	385	183	57	617	3	592	237	398	2 473
		Others	199	34	14	305	-	299	308	205	1 364
Total			4 039	1 284	861	3 272	52	3 733	3 122	1 736	18 098
Social Sciences	Local		2 191	1 675	541	2 627	437	419	436	2 846	11 174
	Non-local	Mainland China	155	240	38	436	55	14	119	543	1 600
		Others	81	23	25	158	3	9	55	353	707
Total			2 428	1 938	604	3 221	495	442	610	3 742	13 481

APC	Place of origin		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Arts and Humanities	Local		1 519	1 623	1 071	2 158	1 947	1 483	106	1 818	11 726
	Non-local	Mainland China	111	126	67	172	168	62	21	159	884
		Others	58	17	14	68	12	62	11	93	335
Total			1 688	1 766	1 152	2 398	2 127	1 606	138	2 070	12 946
Education	Local		-	831	-	1 072	4 756	-	-	929	7 588
	Non-local	Mainland China	-	9	-	39	157	-	-	85	290
		Others	-	2	-	3	22	-	-	35	61
Total			-	842	-	1 113	4 935	-	-	1 049	7 939
Total	Local		12 131	6 355	2 402	16 153	7 817	14 803	8 239	15 116	83 016
	Non-local	Mainland China	1 545	889	162	2 949	418	1 617	1 658	2 861	12 099
		Others	695	102	53	858	39	704	1 116	1 383	4 950
Total			14 371	7 346	2 617	19 960	8 274	17 124	11 013	19 360	100 065

Notes:

1. Including students of UGC-funded programmes at various levels of study. Figures of UGC-funded research postgraduate students refer to students fully funded or partly funded (counted on a pro-rata basis) by UGC within their normal study periods. Figures may not add up to the corresponding totals due to rounding.
2. Since some UGC-funded programmes are mapped to more than one 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. An entry of zero denotes a number less than 0.5.
3. “-” denotes nil.
4. 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

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