

**Replies to supplementary 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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**CONTROLLING OFFICER'S REPLY**

**SV-EDB01**

**(Question Serial No. SV038)**

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 Reply Serial No. EDB116:

The Administration omitted in the written reply the information in respect of the Liberal Studies Curriculum Support Grant. Please provide supplementary information.

Asked by: Hon CHAN Tanya

Reply:

The Liberal Studies Curriculum Support Grant (LSCSG) was disbursed in the school years from 2010/11 to 2012/13. 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 Liberal Studies. In Reply Serial No. EDB116, the Education Bureau provided relevant information on cancellation of the provision of recurrent grants to public sector schools in the school years from 2011/12 to 2017/18. The LSCSG was not included in the reply as it was a non-recurrent grant that automatically expired at the end of its tenure and there is no question of cancelling the provision of the grant.

- End -

**CONTROLLING OFFICER'S REPLY**

**SV-EDB02**

**(Question Serial No. SV040)**

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:

With reference to Reply Serial No. EDB015 and EDB250, please provide the following information:

- (a) Statistics on awardees of the Hong Kong Scholarship for Excellence Scheme who have returned to Hong Kong for work upon graduation, as well as their situations;
- (b) Statistics on recipients of government scholarships for pursuing university studies in Hong Kong who have stayed and worked in Hong Kong upon graduation, as well as their situations;
- (c) According to the table of "Additional requirements for publicly-funded hostel places above the level of supply at the time", there was an upsurge in the demand for hostel places in the City University of Hong Kong and the Hong Kong Polytechnic University in the 2018/19 academic year. What are the reasons for that? and
- (d) The overall success rate of hostel applications by local students in the past 3 years.

Asked by: Hon CHENG Chung-tai

Reply:

(a) The Hong Kong Scholarship for Excellence Scheme (HKSES) has awarded scholarships to a total of 282 students admitted to world-renowned universities for the first 3 cohorts (i.e. from 2015/16 to 2017/18 academic years). Awardees are 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. Of the awardees from the first 3 cohorts, 47 have graduated. We have been approaching the awardees who have graduated to receive an update on their employment status. 37 awardees have returned to Hong Kong and are making contribution through work

engagement in various industries and areas (including engineering, legal service, culture, science and technology, education, urban planning, medical care and corporate management). For the rest of the awardees, some have applied to the Steering Committee of the HKSES to further their studies and will return to Hong Kong to work later.

(b) The HKSAR Government Scholarship Fund offers scholarships to non-local students so as to attract outstanding non-local students to pursue publicly-funded higher education programmes in Hong Kong. Awardees are not required to undertake to stay and work in Hong Kong upon graduation under these existing scholarship schemes. Hence, statistics in this respect are not available.

(c) The calculation of “additional requirements for publicly-funded hostel places above the level of supply at that time” for the 2017/18 academic year is based on the actual intake of students by the University Grants Committee (UGC)-funded universities in the corresponding academic year. When projecting the requirements for publicly-funded hostel places for the 2018/19 academic year, we assume that all universities will use up the 20 % quota for over-enrolment to admit non-local students to UGC-funded undergraduate programmes and taught postgraduate programmes.

In the 2017/18 academic year, the percentage of non-local students admitted to UGC-funded undergraduate programmes and taught postgraduate programmes by way of over-enrolment of the City University of Hong Kong (CityU) and the Hong Kong Polytechnic University (PolyU) is about 11%, while the percentage ranges from 13% to 19% for the other 4 universities with shortfall of hostel places. Hence, for both CityU and PolyU, the estimated requirements for hostel places for the 2018/19 academic year differ rather notably from the actual requirements for hostel places for the 2017/18 academic year.

(d) The respective overall success rate of application for hostel places among local students in the past 3 academic years (from 2015/16 to 2017/18 academic years) is as follows:

<b>2015/16 academic year</b>	<b>2016/17 academic year</b>	<b>2017/18 academic year</b>
59%	61%	65%

Note:

1. Including all hostel places available for allocation (i.e. publicly-funded and privately-funded hostel places as well as temporary places).
2. Including re-applications from students who had resided in hostels in the past.
3. Including applications from local students enrolled in UGC-funded and non-UGC-funded programmes.

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**CONTROLLING OFFICER'S REPLY**

**SV-EDB03**

**(Question Serial No. SV039)**

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:

- (a) the details and results of the discussion between the Administration and the Standing Committee on Language Education and Research about how to increase students' interest in language;
- (b) among the primary schools participating in the Basic Competency Assessments, the percentage of schools that are provided with reports on each item's correct response rate of an individual school and of all participating schools.

Asked by: Hon TIEN Puk-sun, Michael

Reply:

- (a) The Standing Committee on Language Education and Research (SCOLAR) organises and supports, on an on-going basis, a vast array of programmes and activities which are creative and interesting, with a view to creating a conducive language learning environment for enhancing and promoting biliteracy and trilingualism among students of kindergartens, primary and secondary schools. These efforts include the promotion of the English language (through the English Alliance), promotion of the Chinese language (including the District-based Project on Supporting Non-Chinese Speaking Children in Learning Chinese and promotion of Putonghua) and Sponsorship Projects (engaging community partners in organising language-related events or competition-based projects in the community). SCOLAR also joins with the Education Bureau (EDB) to organise the annual World Book Day Fest. Through a range of activities, which are suitable for students of different age groups, and experience-sharing sessions organised by schools, parents, government departments and non-governmental organisations, the event promotes reading culture in schools and develops students' habit of and interest in reading. SCOLAR will carry on with relevant programmes and activities to enhance students' interest in language learning.

- (b) A number of enhancement measures were introduced under the 2017 Basic Competency Assessment Research Study (2017 Research Study), including enhancing school reports. The education sector generally agreed that the enhanced school reports provided more information to inform learning and teaching, so that schools could make use of the information to review the design of school-based assessments, facilitate curriculum planning, adjust teaching strategies and render learning support. In particular, analysis of wrong answers in the information analysis report helped teachers identify students' strengths and weaknesses. The report also eased teachers' workload in data analysis. For details on the types of reports that schools participating in the 2017 Research Study opted for, please refer to Chapter 4 of the Report on Review of the Primary 3 Territory-wide System Assessment 2015-2017 (<http://www.edb.gov.hk/attachment/en/curriculum-development/assessment/about-assessment/2015-17-tsa-report-en.pdf>). Territory-wide System Assessment for Primary 3 in 2018 and beyond will be conducted on a sampling basis for the EDB to obtain only territory-wide data, and no school reports will be provided. Regarding schools which approach the Hong Kong Examinations and Assessment Authority (HKEAA) to make arrangements for all Primary 3 students to participate in the assessment, the EDB will neither obtain individual school reports from the HKEAA nor request information about the participation of and the types of school reports opted by individual schools.

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**CONTROLLING OFFICER'S REPLY**

**S-EDB04**

**(Question Serial No. S0149)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Regarding Item 917 One-off grant for the promotion of Chinese history and culture under this subhead, would the Government inform this Committee of the following:

- 1) the reasons for revising the estimated expenditure for 2017-18 from \$124,998,000 to \$116,583,000;
- 2) the estimated expenditure and details of items for 2018-19, given the balance of over \$8.4 million under the item in the 2018-19 Estimates.

Item	Estimated expenditure (\$)

Asked by: Hon AU Nok-hin

Reply:

1) To promote Chinese history and culture, the Education Bureau (EDB) has provided a one-off grant to each of the public sector and Direct Subsidy Scheme (DSS) primary and secondary schools (including special schools) at an amount of \$100,000 and \$150,000 respectively. The approved estimate for 2017-18 is about \$125 million, which could support teachers in improving teaching and developing school-based activities pertinent to Chinese history and culture education. The one-off grant was disbursed to all aided primary and secondary schools (including special schools), caput secondary schools, and DSS primary and secondary schools in August 2017. Schools may use the grant in accordance with school context until the end of the 2019/20 school year. As for government schools, the funding mode is different. These schools receive the grant in the form of budget allocation, i.e. an amount of grant to be used by government schools per year is estimated for budgetary purposes. Throughout the funding period of the grant, the unspent balance of a particular year can be carried forward to the subsequent financial year. Having regard to the use of the grant by government schools and the actual number of



public sector and DSS primary and secondary schools (including special schools) in operation in the 2017/18 school year, the EDB has revised the estimated expenditure for 2017-18 to \$116,583,000.

2) The estimated expenditure for the one-off grant for the promotion of Chinese history and culture for 2018-19 is \$4,125,000 and details are as follows:

Item	Estimated expenditure (\$)
Estimated expenditure on government primary schools	1,700,000
Estimated expenditure on government secondary schools	2,325,000
Aided primary school expected to start operation in the 2018/19 school year	100,000
Total amount	4,125,000

We estimate that the balance of the one-off grant for the promotion of Chinese history and culture at the end of 2018-19 will be around \$4,292,000, which will be reserved for the new schools that start operation in the 2019/20 school year and for the government schools with unspent balance for use before the end of the 2019/20 school year.

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**CONTROLLING OFFICER'S REPLY**

**S-EDB05**

**(Question Serial No. S0120)**

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 Government's response EDB061, 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 and 818 and 59.7% respectively for the 2017/18 school year.

The number 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 for the 2016/17 school year and 552 for the 2017/18 school year.

Will the Government please inform this council:

- (a) The percentage of NCS students at the "Discretionary Places Admission" who were offered a Primary 1 place in the schools listed in Appendix 3 of the POA for the 2016/17 and 2017/18 school year.
- (b) The percentage of NCS students at the "Central Allocation" stage who were offered a Primary 1 place in the schools listed in Appendix 3 of the POA for the 2016/17 and 2017/18 school year.
- (c) The percentage of NCS students at the "Central Allocation" stage who selected the schools listed in Appendix 3 of the POA for the 2016/17 and 2017/18 school year as one of their first three choices.

Asked by: Hon HUI Chi-fung

Reply:

- (a) In the 2016/17 and 2017/18 school years (i.e. under Primary One Admission (POA) 2016 and POA 2017), the percentage of non-Chinese speaking (NCS) students who

were admitted through the “Discretionary Places Admission” stage to the 8 schools traditionally admitting more NCS students is 29.5% and 24.4% respectively.

- (b) In the 2016/17 and 2017/18 school years (i.e. under POA 2016 and POA 2017), the percentage of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage to the 8 schools traditionally admitting more NCS students is 28.0% and 19.0% respectively.
- (c) The statistics in respect of the choice of individual schools at the “Central Allocation” stage is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB06**

**(Question Serial No. S0121)**

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:

Supplementary question to Reply Serial No. EDB056:

Please advise this Committee of the following:

1. the learning and teaching resources for Basic Law education mentioned in the reply, and the list of parties and bureaux consulted; and
2. the breakdown of expenditure on developing the learning and teaching resources for Basic Law education, including but not limited to the expenditure on teaching resources and activities, under the Education Bureau in the past 3 years.

Asked by: Hon HUI Chi-fung

Reply:

The consolidated reply to the questions raised is as follows:

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 the development of learning and teaching (L&T) resources. The L&T resources for BLE developed in the past 3 years (2015-16 to 2017-18) are listed below:

<b>Name of L&amp;T Resources</b>	<b>Expenditure<sup>^</sup> (\$ million)</b>
Understanding the Law, Access to Justice - Basic Law Learning Package (Junior Secondary)	1.65
Basic Law Audio-visual L&T Package (活學趣論・基本說法)	1.24
Let's Learn the Basic Law: Effective use of the Learning Package	0.11
Development of L&T Strategies and Resources to facilitate Students' Deep Learning of the Basic Law through Community Study (Secondary)	0.71 <sup>+</sup>
Basic Law Knowledge Enrichment Online Course for Secondary School Teachers and supplementary video clips	0.97 <sup>+</sup>
Basic Law Online Course for Secondary School Students' Self-directed Learning and supplementary video clips	0.84 <sup>+</sup>
L&T Resource CD for Primary General Studies (History and Culture Series)	0.11 <sup>+</sup>
Basic Law Audio-visual L&T Package (Senior Primary)	1.15 <sup>+</sup>
Updating/revising of L&T resources	0.13

<sup>^</sup> The expenditure on the L&T resources above is covered in different financial years (2015-16, 2016-17 and 2017-18).

<sup>+</sup> Estimated expenditure

The expenditure on BLE-related curriculum development work and support measures, which include research and development, provision of learning activities for students, 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 L&T resources for BLE are developed by the staff and seconded teachers of the EDB. During the process, the Department of Justice and the Constitutional and Mainland Affairs Bureau have been consulted as appropriate, and the views of various stakeholders, including school heads, teachers and experts in the constitutions and the Basic Law, have been sought. They give feedback through different channels, such as focus groups, meetings, interviews and seminars with frontline teachers. As the EDB has neither kept a full list of participants nor sought consent from most of those consulted to reveal their identity, the relevant information cannot be provided.

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**CONTROLLING OFFICER'S REPLY**

**S-EDB07**

**(Question Serial No. S0113)**

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:

With reference to Reply Serial No. EDB050, please provide the following information relating to the Non-profit-making Kindergarten Rent Reimbursement Scheme for the school 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 (KGs) and KGs subsidised by the Pre-primary Education Voucher Scheme/Free Quality Kindergarten Education Scheme;
- (b) the respective number of KGs 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 KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the highest, lowest, average and median rent subsidy received by the KGs granted with 50% reimbursement of rent;
- (d) the estimated expenditure of the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2018 school year, given the implementation of the Free Quality Kindergarten Education Scheme; and
- (e) the number of KGs, among those receiving rent subsidy under the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2017/18 school year, that have charged school fees, and the highest, lowest and median amounts of the school fees collected. Please provide a breakdown by half-day, whole-day, mixed (half-day and whole-day) and long whole-day KGs.

Asked by: Hon IP Kin-yuen

Reply:

Parts (a), (b) and (c) are the same as parts of another question for 2018-19 asked by Hon IP Kin-yuen, and replied at Reply Serial No. EDB448. We have no further supplementary information.

- (d) The estimated expenditure on rental subsidy for non-profit-making kindergartens (KGs) in 2018-19 is \$369 million.
- (e) Some KGs operate both HD and WD classes. This is mainly to flexibly cater for parents' needs. When assessing whether KGs need to collect school fees, we are concerned about whether HD classes are free, and whether the fees collected for WD classes are at a low level. Whether a KG operates both HD and WD classes is not our primary concern. Hence, there is no separate analysis on the collection of school fees by this type of KGs. In the 2017/18 school year, 554 KGs receive rental subsidy under the new kindergarten education scheme (KG Scheme) or subsidy under the Rent Reimbursement Scheme for Non-profit-making Kindergartens (RRS). Among KGs receiving rental subsidy or subsidy under RRS, the number of schools that charge school fees, and the lowest, highest and median annual school fees charged by these KGs are tabulated by HD, WD and long WD services as follows:

Annual school fee	Number of KGs charging school fees	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
HD services	28	100	9,500	2,900
WD services	262	200	25,900	7,000
Long WD services	116	900	19,200	11,400

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.

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**CONTROLLING OFFICER'S REPLY**

**S-EDB08**

**(Question Serial No. S0114)**

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 Reply Serial No. EDB079, please provide the following information for the school years from 2013/14 to 2017/18 in table format:

- (a) the number of in-service qualified kindergarten teachers, the number of principals and teachers among them, and the respective number of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
- (b) the respective number of teachers in kindergartens receiving subsidy under the Pre-primary Education Voucher Scheme (PEVS)/Free Quality Kindergarten Education Scheme (KG scheme) and not receiving subsidy under the PEVS/KG Scheme;
- (c) the number and percentage of kindergarten teachers holding a Certificate in Early Childhood Education (ECE), and the number and percentage of kindergarten teachers pursuing a certificate programme in ECE;
- (d) the number and percentage of kindergarten principals holding a Bachelor's Degree in ECE, and the number and percentage of principals pursuing a bachelor's degree programme in ECE (please provide the total figure as well as a breakdown by kindergarten under PEVS, kindergarten not under PEVS, kindergarten under the KG Scheme and kindergarten not under the KG Scheme);
- (e) the number of teachers holding a Certificate in ECE, Bachelor's Degree in ECE or a Master's Degree in ECE in each year, together with annual increase rates; and
- (f) the wastage of whole-day and half-day kindergarten teachers in terms of number and percentage, the age distribution and length of service of these teachers, and the number of those holding a Certificate/Diploma, Bachelor's Degree or Master's Degree in ECE with percentage out of total wastage.



Asked by: Hon IP Kin-yuen

Reply:

- (a) From the 2013/14 to 2017/18 school years, the number of qualified kindergarten (KG) teachers serving in local KGs, and the number of principals and teachers among them are tabulated below:

School year	Number of principals (a)	Number of qualified KG teachers (b)	Total number of qualified KG teachers (a)+(b)
2013/14	872	10 179	11 051
2014/15	868	10 727	11 595
2015/16	873	11 095	11 968
2016/17	881	11 445	12 326
2017/18	871	11 672	12 543

From the 2013/14 to 2017/18 school years, the respective number of qualified KG teachers serving in local whole-day (WD) KGs, half-day (HD) KGs and KGs with both HD and WD classes is tabulated below:

School year	Number of qualified KG teachers		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2013/14	2 165	3 031	5 855
2014/15	2 290	3 319	5 986
2015/16	2 396	3 598	5 974
2016/17	2 506	3 743	6 077
2017/18	2 761	3 778	6 004

- (b) The respective number of qualified teachers serving in local KGs that are and are not under the Pre-primary Education Voucher Scheme (PEVS) from the 2013/14 to 2016/17 school years/are and are not under the new KG education scheme (KG Scheme) in the 2017/18 school year is tabulated below:

School Year	Number of qualified KG teachers	
	KGs under PEVS/KG Scheme	KGs not under PEVS/KG Scheme
2013/14	9 105	1 946
2014/15	9 546	2 049
2015/16	9 970	1 998
2016/17	10 417	1 909
2017/18	10 674	1 869

- (c) From the 2013/14 to 2017/18 school years, the respective number and percentage of KG teachers serving in local KGs and holding a Certificate in Early Childhood Education (ECE) are tabulated below:

School Year	Number of KG teachers (%) serving in local KGs and holding a Certificate in ECE
2013/14	10 171 (87.6%)
2014/15	10 923 (90.4%)
2015/16	11 377 (91.2%)
2016/17	11 819 (92.7%)
2017/18	12 109 (93.9%)

From the 2013/14 to 2017/18 school years, the respective number and percentage of KG teachers serving in local KGs and pursuing a certificate programme in ECE are tabulated below:

School Year	Number of in-service KG teachers (%) pursuing a certificate programme in ECE
2013/14	1 072 (9.2%)
2014/15	988 (8.2%)
2015/16	643 (5.2%)
2016/17	583 (4.6%)
2017/18	498 (3.9%)

- (d) The respective number and percentage of KG principals holding a Bachelor's Degree in ECE/pursuing a bachelor's degree programme and serving in local KGs that are and are not under PEVS from the 2013/14 to 2016/17 school years/are and are not under the KG Scheme in the 2017/18 school year are tabulated below:

School Year	Number of in-service KG principals (%) holding a Bachelor's Degree in ECE			Number of in-service KG principals (%) pursuing a bachelor's degree programme in ECE			Grand Total (%)
	KGs under PEVS/ KG Scheme	KGs not under PEVS/ KG Scheme	Total	KGs under PEVS/ KG Scheme	KGs not under PEVS/ KG Scheme	Total	
2013/14	592 (81.1%)	92 (61.3%)	684 (77.7%)	14 (1.9%)	6 (4.0%)	20 (2.3%)	704 (80.0%)
2014/15	611 (84.2%)	88 (60.3%)	699 (80.2%)	7 (1.0%)	9 (6.2%)	16 (1.8%)	715 (82.0%)
2015/16	628 (85.3%)	90 (65.2%)	718 (82.2%)	7 (1.0%)	1 (0.7%)	8 (0.9%)	726 (83.1%)
2016/17	642 (85.9%)	86 (64.2%)	728 (82.6%)	4 (0.5%)	1 (0.7%)	5 (0.6%)	733 (83.2%)
2017/18	648 (87.3%)	89 (69.0%)	737 (84.6%)	2 (0.3%)	1 (0.8%)	3 (0.3%)	740 (85.0%)

- (e) From the 2013/14 to 2017/18 school years, the respective number and annual increase rate of KG teachers serving in local KGs and holding a Certificate in ECE or a Bachelor's Degree in ECE are tabulated below. Information in respect of Master's Degree in ECE has not been collected.

School Year	Number of in-service KG teachers (annual increase rate* in the specified period)	
	Holding a Certificate in ECE	Holding a Bachelor's Degree in ECE
2013/14	6 311 (1.6%)	3 860 (21.2%)
2014/15	6 543 (3.7%)	4 380 (13.5%)
2015/16	6 430 (-1.7%)	4 947 (12.9%)
2016/17	6 339 (-1.4%)	5 480 (10.8%)
2017/18	5 989 (-2.7%)	6 120 (14.2%)

\* The annual increase rate refers to the increase in the number of KG teachers holding a Certificate in ECE or a Bachelor's Degree in ECE or equivalent as compared with the number of such teachers in the previous school year.

- (f) From the 2013/14 to 2017/18 school years, the respective number and percentage of wastage<sup>#</sup> among teachers in local WD KGs, HD KGs and KGs with both HD and WD classes; the age distribution and average length of service in years of these teachers; as well as the number and percentage of those holding a Certificate in ECE and a Bachelor's Degree in ECE are tabulated below. Information in respect of Master's Degree in ECE has not been collected.

- (i) Number and percentage of wastage among teachers in local WD KGs, HD KGs and KGs with both HD and WD classes

School year	Number of wastage (%) in local KGs		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2013/14	136 (6.5%)	263 (8.2%)	491 (8.5%)
2014/15	161 (7.3%)	280 (8.6%)	627 (10.2%)
2015/16	157 (6.8%)	328 (9.2%)	554 (8.9%)
2016/17	232 (9.6%)	416 (10.8%)	663 (10.7%)
2017/18	203 (8.8%)	428 (10.9%)	674 (10.9%)

- (ii) Age distribution of drop-out teachers in local KGs

2013/14 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	306	313	161	91	19	890

2014/15 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	359	330	204	146	29	1 068

2015/16 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	388	298	179	140	34	1 039

2016/17 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	480	362	250	170	49	1 311

2017/18 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	447	332	245	212	69	1 305

(iii) Average length of service in years of drop-out teachers in local KGs

School year	Average length of service in years
2013/14	11.3
2014/15	12.0
2015/16	11.0
2016/17	11.6
2017/18	12.5

(iv) Number and percentage of drop-out teachers in local KGs holding a Certificate in ECE or a Bachelor’s Degree in ECE

School year	Holders of Certificate in ECE	Holders of Bachelor’s Degree in ECE
2013/14	407 (45.7%)	183 (20.6%)
2014/15	464 (43.4%)	225 (21.1%)
2015/16	508 (48.9%)	251 (24.2%)
2016/17	599 (45.7%)	368 (28.1%)
2017/18	629 (48.2%)	383 (29.3%)

# “Wastage” rate refers to the number of drop-out teachers as a percentage of the total number of teachers in local KGs as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a local KG as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned.

Note: Figures for the 2017/18 school year are provisional.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB09**

**(Question Serial No. S0115)**

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:

With reference to Reply Serial No. EDB074, please provide the following information for the 2013/14 to 2017/18 school years:

- (a) the number of whole-day kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) or the Free Quality Kindergarten Education Scheme, the number of school places provided, and the number of these KGs providing Extended Hours Service (please list by school district and provide the total numbers);
- (b) the number of half-day KGs under the PEVS or the Free Quality Kindergarten Education Scheme, and the number of school places (please list by school district and provide the total numbers);
- (c) the number of KGs providing both whole-day and half-day services under the PEVS or the Free Quality Kindergarten Education Scheme, and the number of school places (please list by school district and provide the total numbers);
- (d) the rate of increase/decrease in the number of school places of KGs offering whole-day, half-day and long whole-day services between the 2017/18 school year and the 2016/17 school year (please list by district);
- (e) the number of KGs receiving subsidies that have reduced the number of whole-day places in the 2017/18 school year, and if any, the reasons for reduction (please give details under the categories of whole-day KGs, mixed (half-day and whole-day) KGs and long whole-day KGs).

Asked by: Hon IP Kin-yuen

Reply:

- (a) From the 2013/14 to 2017/18 school years, the number of whole-day (WD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS)/the new kindergarten education scheme (KG Scheme), the number of school places, and the number of these KGs providing Extended Hours Service (EHS) (by District Council district) and the respective totals of each year are tabulated in Appendix 1.
- (b) From the 2013/14 to 2017/18 school years, the number of half-day (HD) KGs under PEVS/KG Scheme, the number of school places (by District Council district) and the respective totals of each year are tabulated in Appendix 2.
- (c) From the 2013/14 to 2017/18 school years, the number of KGs providing both WD and HD services under PEVS/KG Scheme, the number of school places (by District Council district) and the respective totals of each year are tabulated in Appendix 3.
- (d) In the 2016/17 and 2017/18 school years, the number of school places of KGs offering HD and WD/long whole-day (LWD) services, and the relevant rate of increase/decrease are tabulated in Appendix 4.
- (e) In the 2017/18 school year, a total of 102 KGs joining the KG Scheme reduced the number of WD/LWD places. The respective numbers of KGs offering WD/LWD services only and offering both HD and WD/LWD services were 68 and 34. KGs in Hong Kong operate in a flexible manner. Some KGs increase/decrease their WD places mainly to cater flexibly for parents' needs. We have not conducted a separate analysis on the provision of the relevant school places of KGs.

Number of WD KGs under the PEVS/KG Scheme,  
number of school places and number of these KGs providing EHS  
by District Council district,  
and the respective totals of each year from the 2013/14 to 2017/18 school years

District	2013/14			2014/15			2015/16			2016/17			2017/18		
	No. of KGs with WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with EHS (Note 3)
Central & Western	18	1 364	4	17	1 248	4	17	1 257	5	17	1 279	5	16	1 266	5
Wan Chai	11	900	3	10	845	3	10	857	4	10	864	4	10	889	4
Eastern	50	3 026	9	50	3 062	9	50	3 193	12	51	3 254	12	47	3 175	12
Southern	17	1 195	4	17	1 195	4	17	1 200	5	16	1 218	5	16	1 251	5
Sham Shui Po	35	2 581	7	34	2 678	7	34	2 753	11	33	2 793	11	34	2 917	11
Yau Tsim Mong	20	1 662	5	20	1 663	5	20	1 672	8	19	1 726	8	18	1 830	8
Kowloon City	30	2 715	5	30	2 763	5	29	2 813	10	29	2 844	11	30	2 899	11
Wong Tai Sin	40	3 065	6	41	3 243	6	40	3 312	12	40	3 365	12	40	3 488	12
Kwun Tong	56	4 293	10	56	4 370	10	56	4 603	17	56	4 552	17	55	4 778	17
Tsuen Wan	21	1 769	4	21	1 764	4	21	1 806	6	21	1 842	7	20	1 883	7
Tuen Mun	54	4 059	5	52	3 970	5	51	3 946	12	54	4 047	13	53	4 173	13
Yuen Long	52	4 033	5	52	4 001	5	51	3 813	11	53	3 886	11	52	4 279	11
North	32	2 124	4	30	1 896	4	28	1 778	4	29	1 845	4	36	2 439	4
Tai Po	24	1 988	6	24	1 942	6	23	1 883	7	23	1 844	7	22	1 852	7
Sha Tin	47	3 618	7	47	3 593	7	44	3 595	8	44	3 592	8	47	3 780	8
Sai Kung	37	2 675	4	37	2 772	4	37	2 804	6	37	2 841	7	37	2 879	7
Islands	19	1 249	1	19	1 269	1	19	1 321	1	19	1 330	1	19	1 331	1
Kwai Tsing	50	3 434	8	50	3 454	8	50	3 558	12	48	3 626	12	48	3 787	12
All Districts	613	45 750	97	607	45 728	97	597	46 164	151	599	46 748	155	600	48 896	155

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Note 3: Information provided by the Social Welfare Department (SWD). Figures refer to the number of KGs in receipt of subvention from the SWD to provide EHS.



Number of HD KGs under the PEVS/KG Scheme and number of school places  
by District Council district  
and the respective totals of each year from the 2013/14 to 2017/18 school years

District	2013/14		2014/15		2015/16		2016/17		2017/18	
	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with HD Classes (Note 1)	No. of School Places (Notes 1&2)
Central & Western	14	3 629	14	3 830	16	4 120	16	4 288	15	3 922
Wan Chai	8	2 518	7	1 369	7	1 397	8	2 113	7	2 225
Eastern	44	7 610	42	7 399	44	7 813	45	7 919	41	6 316
Southern	10	1 604	10	1 648	11	1 820	11	1 885	11	1 784
Sham Shui Po	26	6 942	26	7 204	25	7 252	28	7 580	28	7 559
Yau Tsim Mong	14	3 168	14	3 213	15	3 652	14	3 831	13	3 348
Kowloon City	27	6 348	27	6 515	29	7 344	28	7 372	31	8 460
Wong Tai Sin	28	4 416	29	4 386	28	4 344	29	4 589	27	4 333
Kwun Tong	42	9 234	42	9 305	40	8 952	44	9 163	45	9 184
Tsuen Wan	19	3 885	21	4 218	22	4 509	23	4 975	24	5 308
Tuen Mun	40	8 225	39	8 887	40	9 071	42	9 046	41	8 467
Yuen Long	49	11 775	49	12 406	52	13 374	52	13 326	52	12 663
North	30	8 656	30	9 578	29	9 587	31	9 550	33	8 457
Tai Po	18	3 084	18	3 215	16	3 609	17	3 710	15	3 564
Sha Tin	36	8 180	36	8 520	36	8 945	36	9 113	38	9 512
Sai Kung	29	4 504	30	4 427	30	4 696	30	4 786	29	4 886
Islands	19	2 093	19	1 946	19	1 914	20	1 915	19	1 804
Kwai Tsing	43	7 586	41	7 579	41	7 732	41	7 511	41	7 290
All Districts	496	103 457	494	105 645	500	110 131	515	112 672	510	109 082

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Number of KGs providing both WD and HD services under the PEVS/KG Scheme and number of school places  
by District Council district  
and the respective totals of each year from the 2013/14 to 2017/18 school years

District	2013/14		2014/15		2015/16		2016/17		2017/18	
	No. of KGs with Both HD & WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both HD & WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both HD & WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both HD & WD Classes (Note 1)	No. of School Places (Notes 1&2)	No. of KGs with Both HD & WD Classes (Note 1)	No. of School Places (Notes 1&2)
Central & Western	9	2 144	8	1 761	8	1 653	8	1 677	7	1 364
Wan Chai	5	1 593	4	1 034	4	1 041	4	962	3	894
Eastern	37	7 374	35	7 068	35	7 199	37	7 406	32	5 544
Southern	10	2 143	10	2 192	10	2 218	9	1 915	9	1 843
Sham Shui Po	22	6 259	21	5 581	20	5 632	19	5 527	20	5 644
Yau Tsim Mong	6	1 545	6	1 543	6	1 640	5	1 881	4	1 427
Kowloon City	17	3 615	17	3 682	16	3 796	15	3 656	17	3 836
Wong Tai Sin	24	4 522	25	4 607	24	4 558	24	4 553	22	4 203
Kwun Tong	30	7 544	30	7 706	30	7 979	31	7 743	30	7 199
Tsuen Wan	12	2 341	12	2 412	12	2 118	12	2 178	11	1 897
Tuen Mun	36	8 804	34	8 945	33	8 459	36	8 847	35	8 358
Yuen Long	35	9 177	35	9 756	34	9 506	36	9 922	34	8 722
North	22	6 845	20	6 818	18	6 232	19	6 028	26	7 055
Tai Po	17	3 857	17	3 944	14	3 649	15	3 795	13	3 537
Sha Tin	27	6 038	27	6 291	25	5 935	25	6 065	27	6 505
Sai Kung	25	4 769	26	4 765	26	5 024	26	5 057	25	5 084
Islands	16	2 728	16	2 598	16	2 616	16	2 594	15	2 360
Kwai Tsing	35	7 250	34	7 144	34	7 328	32	6 443	32	6 297
All Districts	385	88 548	377	87 847	365	86 583	369	86 249	362	81 769

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Number of school places in KGs offering HD and WD/LWD services  
and the relevant rate of increase/decrease in the 2016/17 and 2017/18 school years

District	2016/17		2017/18		Rate of increase/decrease	
	HD	WD/LWD	HD	WD/LWD	HD	WD/LWD
Central & Western	6 336	1 364	6 434	1 479	1.5%	8.4%
Wan Chai	7 189	1 371	6 899	1 399	-4.0%	2.0%
Eastern	11 548	3 425	11 365	3 437	-1.6%	0.4%
Southern	5 377	1 395	5 116	1 568	-4.9%	12.4%
Yau Tsim Mong	5 796	2 016	5 669	2 142	-2.2%	6.3%
Sham Shui Po	8 786	2 840	8 825	2 981	0.4%	5.0%
Kowloon City	23 181	4 217	23 123	4 292	-0.3%	1.8%
Wong Tai Sin	5 292	3 376	5 107	3 502	-3.5%	3.7%
Kwun Tong	10 027	4 598	9 875	4 862	-1.5%	5.7%
Sai Kung	7 475	3 098	7 811	3 067	4.5%	-1.0%
Sha Tin	12 857	4 022	13 064	4 282	1.6%	6.5%
Tai Po	5 490	2 214	5 554	2 150	1.2%	-2.9%
North	11 143	2 017	9 172	2 625	-17.7%	30.1%
Yuen Long	14 929	4 049	14 444	4 428	-3.2%	9.4%
Tuen Mun	9 970	4 384	9 479	4 491	-4.9%	2.4%
Tsuen Wan	6 432	1 941	6 541	1 979	1.7%	2.0%
Kwai Tsing	8 592	3 626	8 410	3 787	-2.1%	4.4%
Islands	3 444	1 666	3 164	1 633	-8.1%	-2.0%
All Districts	163 864	51 619	160 052	54 104	-2.3%	4.8%

Note 1: Position as at mid-September of the school year.

Note 2: Figures on school places exclude vacant classrooms and vacant child care centre portions.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB10**

**(Question Serial No. S0116)**

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 Reply Serial No. EDB078, please provide the following information for the 2013/14 to 2017/18 school years:

- (a) the respective number of whole-day and half-day kindergarten students receiving subsidy under the Pre-primary Education Voucher Scheme (PEVS) or the Free Quality Kindergarten Education Scheme (KG Scheme), and the respective number of whole-day and half-day kindergarten students under the PEVS/KG Scheme who still need to pay school fees in excess of the voucher value or subsidy received, their percentage share and the average extra amount of school fees paid;
- (b) the respective number of half-day kindergarten students receiving subsidy under the PEVS or the KG Scheme who need to pay the extra amount of school fees and their percentage share, with a breakdown by the following: below \$100; \$100 to below \$400; \$400 to below \$700; \$700 to below \$1,000; \$1,000 to below \$1,300; \$1,300 to below \$1,600; \$1,600 or above;
- (c) the respective number of whole-day kindergarten students receiving subsidy under the PEVS or the KG Scheme who need to pay the extra amount of school fees and their percentage share, with a breakdown by the following: below \$500; \$500 to below \$1,000; \$1,000 to below \$2,000; \$2,000 to below \$3,000; \$3,000 to below \$4,000; \$4,000 or above; and
- (d) the respective amount of subsidies allocated to the PEVS and the KG Scheme, and other expenditures on pre-primary education (including the Kindergarten and Child Care Centre Fee Remission Scheme, training for principals and teachers, and subsidies on rent, rates and government rent) from the 2013/14 to 2017/18 school years.

Asked by: Hon IP Kin-yuen

Reply:

(a), (b) and (c)

The information requested in (a) to (c) above is tabulated at Appendix 1. Under the Pre-primary Education Voucher Scheme (PEVS), non-means-tested direct fee subsidy, in the form of voucher, is provided for parents with children studying in eligible kindergartens (KGs) to defray school fees. The new KG education scheme (KG Scheme) has been launched 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. Under PEVS and the KG Scheme, fee remission is provided for KG children from needy families under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS).

(d)

The breakdown of the expenditures on pre-primary education from 2013-2014 to 2017-18 is tabulated at Appendix 2.

- (a) The number of whole-day (WD) and half-day (HD) KG students under the PEVS from the 2013/14 to 2016/17 school years and the KG Scheme in the 2017/18 school year is tabulated below:

	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year (provisional)	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
(i) Number of students under the PEVS/KG Scheme	89 204	42 516	90 427	42 873	95 548	43 652	95 781	44 132	90 998	46 781
(ii) Number of students who need to pay school fees on top of the subsidy	78 454	42 456	77 979	42 841	80 462	43 583	82 531	44 096	8 509	40 906
(iii) Percentage (%) of (ii) over (i)	87.9%	99.9%	86.2%	99.9%	84.2%	99.8%	86.2%	99.9%	9.4%	87.4%
(iv) Average annual school fees on top of the subsidy	\$4,923	\$17,081	\$4,743	\$17,604	\$4,875	\$18,683	\$5,651	\$21,354	\$3,000	\$9,500

(b) The number of HD KG students under the PEVS from the 2013/14 to 2016/17 school years and the KG Scheme in the 2017/18 school year who need to pay school fees is tabulated below:

Range of annual school fees on top of the subsidy	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year (provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	411	0.52	576	0.74	993	1.23	163	0.20	109	1.28
\$100 – below \$400	624	0.80	1 665	2.13	2 784	3.46	1 541	1.87	82	0.96
\$400 – below \$700	916	1.17	3 647	4.68	3 684	4.58	970	1.18	921	10.82
\$700 – below \$1,000	861	1.10	1 494	1.92	2 139	2.66	3 447	4.18	227	2.67
\$1,000 – below \$1,300	4 024	5.13	4 214	5.40	2 714	3.37	2 150	2.61	427	5.02
\$1,300 – below \$1,600	2 788	3.55	2 294	2.94	3 988	4.96	1 920	2.33	596	7.00
\$1,600 or above	68 830	87.73	64 089	82.19	64 160	79.74	72 340	87.65	6 147	72.25

(c) The number of WD KG students under the PEVS from the 2013/14 to 2016/17 school years and the KG Scheme in the 2017/18 school year who need to pay school fees is tabulated below:

Range of annual school fees on top of the subsidy	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year		2017/18 school year (provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$500	0	0.00	0	0.00	0	0.00	0	0.00	229	0.56
\$500 – below \$1,000	32	0.08	0	0.00	0	0.00	133	0.30	379	0.93
\$1,000 – below \$2,000	0	0.00	32	0.07	140	0.32	31	0.07	1 553	3.80
\$2,000 – below \$3,000	0	0.00	85	0.20	125	0.29	0	0.00	1 442	3.53
\$3,000 – below \$4,000	0	0.00	234	0.55	168	0.39	122	0.28	2 250	5.50
\$4,000 or above	42 424	99.92	42 490	99.18	43 150	99.00	43 810	99.35	35 053	85.68



The breakdown of expenditures on pre-primary education from 2013-14 to 2017-18 is as follows:

	2013-14	2014-15	2015-16	2016-17	2017-18
	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Actual)	(Revised Estimate)
(i) PEVS (Note 1)	2,428.6	2,535.7	2,957.2	3,194.0	1,127.3
(ii) KG Scheme (Note 2)	N.A.	N.A.	N.A.	210.8	3902.6
(iii) KCFRS	465.8	539.9	529.0	592.5	377.7
(iv) Refund of rent, rates and government rent (Note 3)	218.8	238.0	256.3	276.0	126.2
(v) Principal and teacher training (Note 4)	1.0	3.7	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 non-profit-making (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: Since 2017/18 is the first school year in implementing the KG Scheme, 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**

**S-EDB11**

**(Question Serial No. S0117)**

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 Reply Serial No. EDB072, please provide the following information for the school years from 2013/14 to 2017/18:

- (a) The total number of school-age children attending kindergartens (KGs) and the percentage;
- (b) The total number of K1 students attending KGs in each of the 18 districts and in each school year;
- (c) The number of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local/international KGs, together with the separate and aggregate figures on teachers and students in these KGs; and the number of local NPM KGs and the number of teachers and students in these KGs presented by category of NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS)/Free Quality Kindergarten Education Scheme (KG Scheme) and NPM KGs not joining the PEVS/KG scheme;
- (d) The number of local PI KGs not joining the PEVS/KG Scheme and the number of teachers and students in these KGs;
- (e) The increase/decrease in the number of NPM KGs converted from PI KGs each year, together with change in percentage and actual accumulated number; the number of kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS/KG Scheme, and the number of teachers and students involved;
- (f) The number of KGs/nursery schools providing whole-day service in the territory and the number of teachers and students involved; the number of KGs/nursery schools providing whole-day service receiving subsidies under the PEVS/KG Scheme, the number of teachers and students involved, and the percentage of these students out of

the total number of students attending KGs receiving the respective subsidies;

- (g) The respective number and percentage of whole-day and half-day students attending KGs receiving subsidies under the PEVS/KG Scheme;
- (h) The number of KGs joining the PEVS which choose not to join the KG Scheme; whether the Education Bureau (EDB) collects rental information of each type of KGs, such as type of school premises, whether the school premises are privately owned or leased properties and the rental of school premises; if no, how does EDB make plans to address issues relating to KG premises and what is the estimated expenditure involved?

Asked by: Hon IP Kin-yuen

Reply:

For the 2013/14 to 2017/18 school years,

- (a) the respective total number of children attending kindergartens (KGs) and the gross enrolment ratios of participation in KG education are tabulated at Appendix 1;
- (b) the respective number of K1 students attending KGs by District Council district is tabulated at Appendix 2;
- (c) the respective number of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local KGs, and the number of teachers and students in these KGs and their respective totals are tabulated at Appendix 3; the respective number of local NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme) and NPM KGs not joining the PEVS/KG Scheme, and the number of teachers and students in these KGs are tabulated at Appendix 4;
- (d) the respective number of local PI KGs not joining the PEVS/KG Scheme, and the number of teachers and students in these KGs are tabulated at Appendix 5;
- (e) the respective increase/decrease in the number of PI KGs converted to NPM KGs for joining the PEVS, such change in percentage and the actual accumulated number are tabulated at Appendix 6; the respective number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS/KG Scheme, and the number of teachers and students in these KG-cum-CCCs are tabulated at Appendix 7;
- (f) the respective number of local KGs/KG-cum-CCCs with whole-day (WD) classes and the number of their teachers and students, the respective number of KGs/KG-cum-CCCs with WD classes joining the PEVS/KG Scheme and the number of their teachers and students, and the percentage of these students among the students under the subsidy of the PEVS/KG Scheme are tabulated at Appendix 8;

- (g) the respective number and percentage of WD and HD KG students under the subsidy of the PEVS/KG Scheme are tabulated at Appendix 9; and
- (h) in the 2017/18 school year, 7 KGs joining the PEVS in the 2016/17 school year did not submit an application for joining the KG Scheme. One of the above KGs has applied for joining the KG Scheme in the 2018/19 school year and the application has been approved. On another front, rental related information is captured through various sources including the KG fee revision exercise, the Rent Reimbursement Scheme and the EDB-administered school allocation or nomination mechanism. KGs in housing estates operated in premises allocated under the school allocation or nomination mechanism which are paying rental at concessionary rate as assessed by the Hong Kong Housing Authority and stipulated in the tenancy agreements are provided with rental subsidy. Besides, KGs which are former aided child care centres under the Social Welfare Department are also provided with rental subsidy. For other KGs, rental subsidy is considered on individual merits with reference to a number of factors such as proven demand for KG places in the district concerned, operating standard of the KG, its NPM status, and school fees level. The estimated expenditure on rental subsidy in 2018-19 is \$369 million.

Total number of children attending kindergartens (KGs) and  
gross enrolment ratios (GER) of participation in KG education  
from the 2013/14 to 2017/18 school years

School Year	2013/14	2014/15	2015/16	2016/17 (Revised)	2017/18 (Provisional)
Total number of children attending KGs (Note 1)	171 497	178 119	187 155	185 799	182 995
GER (%) (Note 2)	100.4	99.2	98.7	102.9	105.9

Note 1: Position as at September of the school year.

Note 2: GER is defined as total enrolment in KGs (including KGs, kindergarten-cum-child care centres and special child care centres), regardless of age, expressed as a percentage of the school-age-population corresponding to the same level of education in a given school year. Hence, the percentage can exceed 100%. The school-age population for the KG level refers to children of 3-5 years old. GER for 2012/13 to 2014/15 and GER for 2015/16 to 2017/18 have been compiled using the population estimates which have incorporated the benchmarking data available from the 2011 and 2016 Population Census respectively.

Number of K1 students attending kindergartens by District Council district  
from the 2013/14 to 2017/18 school years

District	No. of students admitted to K1 classes				
	2013/14	2014/15	2015/16	2016/17	2017/18
Central & Western	1 864	1 925	2 247	2 149	2 146
Wan Chai	2 272	2 349	2 341	2 387	2 469
Eastern	4 008	4 300	4 470	3 871	3 926
Southern	1 639	1 654	1 696	1 432	1 510
Sham Shui Po	2 875	3 162	3 260	3 138	3 153
Yau Tsim Mong	2 039	2 225	2 285	2 085	2 228
Kowloon City	7 843	8 134	8 369	7 389	7 688
Wong Tai Sin	2 316	2 489	2 652	2 322	2 370
Kwun Tong	3 632	4 128	4 294	3 722	3 993
Tsuen Wan	2 055	2 306	2 547	2 357	2 437
Tuen Mun	3 940	4 524	4 611	3 919	4 008
Yuen Long	5 474	5 779	6 070	5 118	5 421
North	3 924	4 501	4 239	3 085	2 981
Tai Po	2 223	2 276	2 425	2 136	2 232
Sha Tin	4 321	4 790	5 331	4 668	4 917
Sai Kung	2 878	3 087	3 376	3 016	3 143
Islands	1 199	1 164	1 246	1 262	1 255
Kwai Tsing	3 322	3 576	3 864	3 299	3 473

Number of local non-profit-making (NPM) kindergartens (KGs),  
local private independent (PI) KGs and non-local KGs,  
and number of teachers and students in these KGs  
from the 2013/14 to 2017/18 school years

## 2013/14 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	759	10 116	139 708
Local PI KGs	110	1 496	20 897
Non-local KGs	100	772	9 238
Total	969	12 384	169 843

## 2014/15 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	760	10 520	144 734
Local PI KGs	114	1 566	22 021
Non-local KGs	104	807	9 642
Total	978	12 893	176 397

## 2015/16 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	766	10 963	150 947
Local PI KGs	106	1 517	20 988
Non-local KGs	128	1 072	13 463
Total	1 000	13 552	185 398

## 2016/17 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	771	11 231	150 724
Local PI KGs	105	1 513	19 686
Non-local KGs	138	1 186	13 622
Total	1 014	13 930	184 032

## 2017/18 school year (provisional)

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	773	11 433	148 109
Local PI KGs	108	1 462	18 923
Non-local KGs	149	1 261	14 115
Total	1 030	14 156	181 147

Number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme) and NPM KGs not joining the PEVS/KG Scheme, and number of teachers and students in these KGs from the 2013/14 to 2017/18 school years

2013/14 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	724	9 425	128 388
NPM KGs not joining the PEVS	35	691	11 320
Total	759	10 116	139 708

2014/15 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	724	9 782	132 829
NPM KGs not joining the PEVS	36	738	11 905
Total	760	10 520	144 734

2015/16 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	732	10 211	139 127
NPM KGs not joining the PEVS	34	752	11 820
Total	766	10 963	150 947

2016/17 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	745	10 622	141 127
NPM KGs not joining the PEVS	26	609	9 597
Total	771	11 231	150 724

2017/18 school year (provisional)

Type of KGs	Number of KGs	Number of Teachers	Number of Students
NPM KGs joining the KG Scheme	748	10 839	138 771
NPM KGs not joining the KG Scheme	25	594	9 338
Total	773	11 433	148 147



Number of local private independent (PI) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme) and number of teachers and students in these KGs from the 2013/14 to 2017/18 school years

School Year		2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional)
Local PI KGs not joining the PEVS/KG Scheme	Number of KGs	110	114	106	105	108
	Number of teachers	1 496	1 566	1 517	1 513	1 462
	Number of students	20 897	22 021	20 988	19 686	18 923

Increase/decrease in the number of private independent (PI) kindergartens (KGs) converted to non-profit-making (NPM) KGs for joining the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme), such change in percentage and the actual accumulated number from the 2013/14 to 2017/18 school years

School Year		2013/14	2014/15	2015/16	2016/17	2017/18
PI KGs converted to NPM KGs for joining the PEVS/KG Scheme	Increase in number	0	0	0	0	0
	Decrease in number (Note)	4	3	1	1	0
	Accumulated number	102	99	98	97	97
	Change in percentage	-3.8%	-2.9%	-1.0%	-1.0%	0.0%

Note: The decrease is due to closure of the KGs in the respective school years.

Number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory,  
 number of KG-cum-CCCs joining the Pre-primary Education Voucher Scheme (PEVS)/  
 new KG education scheme (KG Scheme)  
 and number of teachers and students in these KG-cum-CCCs  
 from the 2013/14 to 2017/18 school years

## 2013/14 school year

No. of KG-cum-CCCs	447
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	3 791
No. of students in KG-cum-CCCs joining the PEVS	42 376

## 2014/15 school year

No. of KG-cum-CCCs	447
No. of KG-cum-CCCs joining the PEVS	351
No. of teachers in KG-cum-CCCs joining the PEVS	3 868
No. of students in KG-cum-CCCs joining the PEVS	42 967

## 2015/16 school year

No. of KG-cum-CCCs	443
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	4 091
No. of students in KG-cum-CCCs joining the PEVS	44 937

## 2016/17 school year

No. of KG-cum-CCCs	451
No. of KG-cum-CCCs joining the PEVS	364
No. of teachers in KG-cum-CCCs joining the PEVS	4 349
No. of students in KG-cum-CCCs joining the PEVS	46 554

## 2017/18 school year (provisional)

No. of KG-cum-CCCs	452
No. of KG-cum-CCCs joining the KG Scheme	360
No. of teachers in KG-cum-CCCs joining the KG Scheme	4 432
No. of students in KG-cum-CCCs joining the KG Scheme	45 217

Number of local kindergartens (KGs)/kindergarten-cum-child care centres (KG-cum-CCCs) with whole-day (WD) classes and number of teachers and students in these KGs/KG-cum-CCCs,  
 number of KGs/KG-cum-CCCs with WD classes joining the Pre-primary Education Voucher Scheme (PEVS)/new KG education scheme (KG Scheme) and number of teachers and students in these KGs/KG-cum-CCCs, and the percentages (%) among the students under the subsidy of the PEVS/KG Scheme from the 2013/14 to 2017/18 school years

All KGs/KG-cum-CCCs with WD classes

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional)
Number of KGs/ KG-cum-CCCs	676	667	649	649	653
Number of teachers	8 366	8 540	8 623	8 789	8 921
Number of students	46 403	46 556	47 083	47 502	49 327

KGs/KG-cum-CCCs with WD classes joining the PEVS/KG Scheme

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional)
Number of KGs/ KG-cum-CCCs	613	607	597	599	600
Number of teachers	7 553	7 727	7 848	8 081	8 179
Number of students under PEVS/KG Scheme & % (in brackets) to all KG students under PEVS/KG Scheme	42 516 (32.3%)	42 873 (32.2%)	43 652 (31.4%)	44 132 (31.5%)	46 781 (34.0%)

Number and percentage (%) of whole-day (WD) and half-day (HD)  
kindergarten (KG) students under the subsidy of the Pre-primary Education Voucher  
Scheme (PEVS)/new KG education scheme (KG Scheme)  
from the 2013/14 to 2017/18 school years

School Year	2013/14	2014/15	2015/16	2016/17	2017/18 (Provisional)
No. of WD KG students and % (in brackets) to all KG students under PEVS/KG Scheme	42 516 (32.3%)	42 873 (32.2%)	43 652 (31.4%)	44 132 (31.5%)	46 781 (34.0%)
No. of HD KG students and % (in brackets) to all KG students under PEVS/KG Scheme	89 204 (67.7%)	90 427 (67.8%)	95 548 (68.6%)	95 781 (68.5%)	90 998 (66.0%)

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB12**

**(Question Serial No. S0118)**

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 Reply Serial No. EDB038, please give a breakdown of the course titles, course providers, course fees, number of places and applications received, unit cost as well as amount of subsidies of each place for all the fully-subsidised, partly-subsidised, and non-subsidised teacher training courses (including certificate, degree and Postgraduate Diploma in Education (PGDE) programmes) offered to pre-service and serving kindergarten teachers in the school years from 2013/14 to 2017/18.

Asked by: Hon IP Kin-yuen

Reply:

The course titles, course providers, course fees and enrolments of different subsidised and non-subsidised teacher training courses (including certificate, degree and Postgraduate Diploma in Education (PGDE) programmes) offered to pre-service and serving kindergarten teachers in the school years from 2013/14 to 2017/18 are tabulated below:

(A) Certificate in Early Childhood Education (C(ECE)) Training Programme

Pre-service C(ECE)						
Course Provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
HKIVE	VTC-funded	487 (\$60,500)	481 (\$63,140)	488 (\$63,140)	542 (\$63,140)	689 (\$63,140 - \$111,200)
EdUHK	UGC-funded	226 (\$30,080 - \$45,120)	276 (\$30,080)	340 (\$30,080)	336 (\$30,080)	384 (\$30,080)
HKBU	Non-subsidised (Self-financed)	127 (\$133,955 - \$137,340)	--	--	--	--
OpenU	Non-subsidised (Self-financed)	302 (\$62,000 - \$90,000)	413 (\$63,360 - \$96,000)	490 (\$69,366 - \$102,000)	348 (\$70,488 - \$107,400)	340 (\$70,950 - \$112,800)
Yew Chung	Non-subsidised (Self-financed)	--	60 (\$126,300)	110 (\$129,800)	109 (\$134,000)	79 (\$138,000)
Caritas	Non-subsidised (Self-financed)	--	--	58 (\$92,000)	55 (\$106,000)	58 (\$109,200)
TWC	Non-subsidised (Self-financed)	--	--	--	34 (\$118,800)	36 (\$118,800)
Lingnan	Non-subsidised (Self-financed)	--	--	--	--	108 (\$129,600)
Gratia	Non-subsidised (Self-financed)	--	--	--	--	7 (\$123,000)

In-service C(ECE)						
Course Provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
EduHK	UGC-funded	70 (Free)	37 (Free)	29 (Free)	20 (Free)	21 (Free)
OpenU	Non-subsidised (Self-financed)	85 (\$62,000 - \$90,000)	70 (\$63,360 - \$96,000)	58 (\$69,366 - \$102,000)	110 (\$70,488 - \$107,400)	88 (\$70,950 - \$112,800)

(B) Bachelor of Education (Early Childhood Education) (BEd(ECE)) Training Programme

Pre-service BEd(ECE)						
Course Provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
EdUHK	UGC-funded	31 (\$168,400 - \$210,500)	27 (\$168,400 - \$210,500)	25 (\$168,400 - \$210,500)	24 (\$210,500)	30 (\$210,500)
HKBU	Non-subsidised (Self-financed)	--	270 (\$100,925 - \$234,880)	238 (\$100,925 - \$234,880)	139 (\$234,880)	174 (\$234,880)
TWC	Non-subsidised (Self-financed)	--	--	--	--	14 (\$257,481)

In-service BEd(ECE)						
Course Provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
EdUHK	UGC-funded	367 (\$84,300)	466 (\$84,300)	391 (\$84,300)	390 (\$84,300 - \$112,400)	403 (\$84,300 - \$112,400)
HKBU	Non-subsidised (Self-financed)	119 (ordinary degree: \$104,370) (honours degree: \$119,070)	131 (ordinary degree: \$104,370) (honours degree: \$119,070)	132 (ordinary degree: \$104,370) (honours degree: \$115,500 - \$134,400)	67 (\$134,400 - \$268,800)	43 (\$134,400 - \$268,800)
OpenU	Non-subsidised (Self-financed)	46 (\$60,550)	36 (ordinary degree: \$63,000) (honours degree: \$105,000 - \$108,000)	33 (ordinary degree: \$71,220) (honours degree: \$120,400)	136 (ordinary degree: \$71,220) (honours degree: \$120,400)	179 (ordinary degree: \$71,220) (honours degree: \$120,400)



(C) Postgraduate Diploma in Education (Early Childhood Education) (PGDE(ECE))  
Training Programme

Pre-service PGDE(ECE)						
Course Provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
HKBU	Non-subsidised (Self-financed)	38 (\$65,000)	31 (\$65,000)	34 (\$65,000)	35 (\$65,000)	42 (\$65,000)
CUHK	UGC-funded	--	--	--	9 (\$42,100)	11 (\$42,100)
EdUHK	UGC-funded	--	--	--	11 (\$42,100)	13 (\$42,100)
HKU	UGC-funded	--	--	--	10 (\$42,100)	10 (\$42,100)

In-service PGDE(ECE)						
Course Provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year
EdUHK	UGC-funded	80 (\$42,100)	126 (\$42,100)	119 (\$42,100)	90 (\$42,100)	115 (\$42,100)
HKBU	Non-subsidised (Self-financed)	36 (\$65,000)	36 (\$65,000)	38 (\$65,000)	32 (\$65,000)	30 (\$65,000)
HKU	UGC-funded	26 (\$42,100)	26 (\$42,100)	25 (\$42,100)	25 (\$42,100)	26 (\$42,100)
CUHK	UGC-funded	--	--	--	12 (\$42,100)	10 (\$42,100)

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

Key:

HKIVE – Hong Kong Institute of Vocational Education

EdUHK – The Education University of Hong Kong

HKBU – Hong Kong Baptist University

HKU – The University of Hong Kong

OpenU – The Open University of Hong Kong

CUHK – The Chinese University of Hong Kong

Yew Chung – Yew Chung Community College

Caritas – Caritas Institute of Community Education – Hung Hom  
Lingnan – Lingnan University  
Gratia – Gratia Christian College  
TWC – Tung Wah College  
VTC – Vocational Training Council  
UGC – University Grants Committee

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB13**

**(Question Serial No. S0119)**

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 students who benefit from the Free Quality Kindergarten Education Scheme, please provide the following information:

(1) Number of students who receive free kindergarten (KG) education and number of students who need to pay school fees

Type of KG	Number of students	Number of students receiving free KG education	Percentage of students receiving free KG education	Number of students paying school fees	Percentage of students paying school fees
Half-day (HD)					
Whole-day (WD)					
Mixed	HD				
	WD				
Long whole-day (LWD)					
Total					

(2) Number of KGs offering free KG education and number of KGs collecting school fees

Type of KG	Number of KGs	Number of KGs offering free KG education	Percentage of KGs offering free KG education	Number of KGs collecting school fees	Percentage of KGs collecting school fees
HD					
WD					
Mixed					
LWD					
Total					

(3) Further to the above question, among KGs operating both HD and WD classes and collecting school fees, how many of them charge school fees for both HD and WD classes, and how many of them charge school fees for WD classes only? Please provide the number of such KGs and the percentage out of the total number of KGs operating both HD and WD classes.

Asked by: Hon IP Kin-yuen

Reply:

(1) In the 2017/18 school year, the number and percentage of eligible students in kindergartens (KGs) joining the new KG education scheme (Scheme-KGs) who need to and need not pay school fees after deducting government subsidy are tabulated below:

Classes	No. of eligible students	No. of students who need not pay school fees after deducting government subsidy and its percentage out of the total no. of eligible students (in brackets)	No. of students who need to pay school fees after deducting government subsidy and its percentage out of the total no. of eligible students (in brackets)
Half-day (HD)	90 998	82 489 (90.6%)	8 509 (9.4%)
Whole-day (WD)	23 731	3 042 (12.8%)	20 689 (87.2%)
Long whole-day (LWD)	23 050	2 833 (12.3%)	20 217 (87.7%)

(2) In the 2017/18 school year, the number and percentage of Scheme-KGs offering free KG classes and collecting school fees are tabulated below:

Classes	No. of Scheme-KGs	No. of KGs offering free KG classes and its percentage out of the total no. of Scheme-KGs (in brackets)	No. of KGs collecting school fees and its percentage out of the total no. of Scheme-KGs (in brackets)
Operating HD classes	510	479 (93.9%)	31 (6.1%)
Operating WD classes	354	33 (9.3%)	321 (90.7%)
Operating LWD classes	246	34 (13.8%)	212 (86.2%)

(3) Some KGs operate both HD and WD classes. This is mainly to flexibly cater for parents' needs. When assessing whether KGs need to collect school fees, we are concerned about whether HD classes are free, and whether the fees collected for WD classes are at a low level. Whether a KG operates both HD and WD classes is not our primary

concern. Hence, there is no separate analysis on the collection of school fees by this type of KGs.

Note:

KGs operating both HD and WD/LWD classes will be counted in the respective columns for HD, WD and LWD classes.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB14**

**(Question Serial No. S0123)**

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 reference to Reply Serial No. EDB093, for programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) that have a surplus of subsidised places (e.g. Bachelor of Science (Honours) in Architecture offered by the Chu Hai College of Higher Education), their number of subsidised places continues to increase in the 2018/19 academic year. But for programmes that do not have enough subsidised places to keep up with the demand (eg. Bachelor of Nursing with Honours in Mental Health Care offered by the Open University of Hong Kong), nothing has been done to address the shortfall.

How is the number of additional subsidised places required by each SSSDP programme decided?

Moreover, is it the case that there will not be two groups of students paying different amount of tuition fees for the same SSSDP programme starting from the 2018/19 academic year? Does it mean that the institutions cannot enroll more than the number of subsidised places allowed?

Asked by: Hon IP Kin-yuen

Reply:

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 Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) according to 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. Apart from the number of places and intakes of self-financing programmes, policy bureaux will take into account factors such as the manpower demand indicators of the industries concerned, views of the industries and stakeholders, and availability of similar publicly-funded programmes in making an overall assessment and introducing adjustments as appropriate. Following the above mechanism, the EDB is

consulting other policy bureaux on the arrangements for the 2019/20 academic year and will announce the details later this year.

As a new arrangement for SSSDP from the 2018/19 academic year, all first-year intake places of the designated programmes for local students will be included under the SSSDP. All participating institutions have agreed to limit first-year local intakes to the number of subsidised places for these programmes (excluding senior year entry and non-local students). As all first-year local intakes of these programmes will receive tuition fee subsidy, there will not be a situation where institutions enrolled both subsidised and non-subsidised first-year local students who then have to pay different tuition fees.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB15**

**(Question Serial No. S0125)**

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 reference to Reply Serial No. EDB092,

(a) It is understood that schools have to reply to the Education Bureau (EDB) regarding the installation of lifts by the end of March. Please provide, by primary, secondary and special schools, a list of schools that have applied for the installation of lifts and the respective number of lifts required.

(b) The EDB will arrange designated consultants to liaise with schools from the first quarter of 2019 onwards, and it is expected that the feasibility assessment will be completed within 1 year. Will the works commence in 2020 according to the EDB's plan? As it is now almost a year away from the first quarter of 2019, is it possible to expedite the relevant feasibility assessment to speed up the lift installation works for schools?

(c) When will the EDB seek consent from the 46 schools granted the provision for releasing the school list? When does the EDB expect to complete such a procedure and provide the school list?

Asked by: Hon IP Kin-yuen

Reply:

(a) & (b) The EDB sent a letter to all aided and Direct Subsidy Scheme 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. Having received the reply slips from schools, we are now following up with them on the information provided, including the arrangement of visits to the schools concerned by our staff to conduct on-site verification work. As the relevant work is still in progress, we are unable to provide further information at this stage. In the meantime, the EDB is intensively preparing for the tendering of the consultancy services for the lift installation works. It is expected that the newly appointed consultants can assume duty by early first quarter of 2019 and they will arrange, as soon as practicable,



designated teams to carry out preliminary technical feasibility studies for those aided schools confirmed with lift installation needs. The installation works plan and relevant arrangements will commence as soon as practicable upon the conclusion of the preliminary assessment based on the actual circumstances of individual schools.

(c) At Member's request, the EDB is following up with the 46 schools whose lift installation applications have been approved on their views about disclosing the requested information. We will provide the required information in accordance with the indications from the schools concerned.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB16**

**(Question Serial No. S0126)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (900) Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

With reference to Reply Serial No. EDB087:

(a) The Financial Secretary (FS) pledged last year that sufficient provisions would be provided to improve school environment. However, the funding commitment for and details of related programme are still unavailable as of today. What are the reasons for that? How do Members of the Council know if the FS has honoured or how will he honour this pledge?

(b) At most 5 designated improvement works items are taken forward for 22 matchbox-style school premises. Schools have reflected that not all 5 works items are applicable to each school. Please set out the works items that each school has applied for, the expenditure involved in each works item, and the provisions required for each school to take forward the 5 works items.

Asked by: Hon IP Kin-yuen

Reply:

(a) Over the years, the Education Bureau (EDB) has implemented various measures to enhance school facilities having regard to the circumstances of individual schools. Amongst these measures, the EDB assists aided schools in handling relatively larger scale or more complicated school premises repair and improvement works under the annual Major Repairs exercise, including appointing consultants and contractors to assist aided schools in handling repair works with estimated project costs over \$3,000 for primary and special schools or over \$8,000 for secondary schools; and at the request of aided schools, carrying out emergency repair works of school facilities under the Emergency Repairs mechanism. To this end, the Government has been allocating additional resources in recent years. For the 2017-18 financial year, the EDB has earmarked around \$890.2 million under Head 156 Subhead 900 for carrying out the related repair works, representing an increase of nearly 8% over the 2016-17 estimated expenditure. As mentioned in the Reply Serial No. EDB087, 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 the purpose, representing a significant increase of over 30% when compared with the estimates for 2017-18.

(b) Based on the consensus reached with the sector earlier on, the EDB is conducting 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. In this connection, the EDB and our consultants have been maintaining close contact and communication with the schools concerned to discuss the scope of improvement works for individual schools. Starting from the 2017 summer break, the EDB has progressively taken forward the works items which have been confirmed with the 24 schools operating in “matchbox-style school premises”. Given that the school premises conditions and needs of individual schools concerned vary, the corresponding scope and in turn costs and duration of the works for individual schools would also differ. The total amount of funding required and the cash flow will only be available when the particulars and details of the works projects for individual schools are finalised.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB17**

**(Question Serial No. S0144)**

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 a list of funds under the management of the Education Bureau (EDB), as well as their respective aims, modes of usage and up-to-date surplus. As far as administration and investment management are concerned, please advise whether each fund is operated independently or a centralised approach is taken. What is the number of civil servants and the amount of administrative cost involved each year?

Which areas of education expenditure are covered by investment returns of these funds?  
Which areas of education expenditure are covered by the recurrent expenditure of EDB?  
What criteria are adopted in this regard?

Will the establishment of new funds and the injections into existing funds by public money thin out the resources that can be directly allocated for education?

Asked by: Hon IP Kin-yuen

Reply:

Currently, there are 8 funds under the management of the Education Bureau (EDB), viz Language Fund, Quality Education Fund, Education Development Fund, HKSAR Government Scholarship Fund, Research Endowment Fund, Self-financing Post-secondary Education Fund, Qualifications Framework Fund, and Gifted Education Fund. Each fund is established as a trust fund with the Permanent Secretary for Education Incorporated as its trustee, and is managed in accordance with its trust deed, which stipulates that the trustee should properly manage and administer the fund in light of its framework and salient features, including prudent management of resources under the fund.

Given that the year and aims of establishment of the funds vary, each fund is operated independently. The aims of establishment, modes of usage, management and balance of and the administration cost covered by each fund are set out in Annex. In respect of the civil servants and departmental expenses involved for providing secretariat services and

investment support, they have been subsumed under the establishment and general departmental expenses of EDB and other departments concerned, and cannot be separately identified.

In general, recurrent expenditure on education is, in light of the respective areas, entirely covered by the provision under Head 156 - Education Bureau, Head 173 - Working Family and Student Financial Assistance Agency or Head 190 - University Grants Committee of the General Revenue Account. To deploy resources more flexibly, we have established funds for specific purposes. As seed capital funds, these funds cover education expenditure that meets the aims of their establishment with investment returns, except for the Education Development Fund, which meets related education expenditure with its capital and interest income.

Since injections into the funds are not covered by recurrent expenditure but are made in the form of a lump sum, neither the establishment of new funds nor injections into existing funds will affect the annual recurrent expenditure on education. In 2018-19, both the recurrent and total education expenditures will respectively take up the largest share in the government expenditure among all policy areas. As compared with the previous year, the total expenditure on education will significantly increase by 28.4% to \$113.7 billion, accounting for 20.4% of the total government expenditure. Of this, the recurrent education expenditure will increase by 5.6% to \$84.6 billion, accounting for 20.8% of the total government recurrent expenditure.

Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
Language Fund (LF)	To provide financial support for projects and activities which aim at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	To provide funding support for various projects, studies, teaching support initiatives, programmes, and publicity activities etc.	To be assessed/monitored by the Standing Committee on Language Education and Research (SCOLAR). Members of SCOLAR (including renowned language academics/language education academics, experienced principals and teachers, private sector personalities and parents) continuously monitor and review in a timely manner the initiatives funded by the LF to ensure its overall effectiveness. SCOLAR also advises the trustee on the policies and procedures governing the operation of the Fund.	6,372	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
Quality Education Fund (QEF)	To finance projects for the promotion of quality school education in Hong Kong.	Schools, educational bodies and organisations registered under the laws of Hong Kong and individuals who are permanent residents in Hong Kong are eligible to apply for funding under the Fund.	A Steering Committee has been set up under the QEF to advise the Government on the policies and procedures governing the operation of the Fund. 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, while the Investment Committee under the Fund is responsible for formulating policies for and monitoring the investment of the Fund.	9,173	Operating expenses of around \$49 million, including investment management fees.

Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
Education Development Fund (EDF)	To provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives.	To support schools and teachers through the following 5 SBPS programmes: (a) Principal Support Network; (b) School Support Partners (Seconded Teacher) Scheme; (c) Professional Development Schools Scheme; (d) University-School Support Programmes; and (e) Collegial Participation in External School Review.	The Advisory Committee on the EDF, which comprises representatives of school councils, frontline teachers, principals, academics and community members, advises the Government on the operation of the EDF and the implementation of 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 SBPS programmes on a regular basis.	224	Nil



Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
HKSAR Government Scholarship Fund	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.	A sum of money, funded by the investment income generated from the Fund, is allocated every year to 10 institutions that offer full-time publicly-funded programmes at sub-degree, degree and higher levels for awarding scholarships to recognise the outstanding performance of local and non-local students enrolled in these programmes.	To be assessed/monitored by participating institutions <sup>(2)</sup> (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.	2,453	Operating expenses of around \$6 million, which mainly comprise investment management fees.

Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
Research Endowment Fund	To provide research funding for the University Grants Committee (UGC)-funded universities and local self-financing degree-awarding institutions; to finance research projects of specific themes; and to offer non-means-tested studentships to local students enrolled in UGC-funded research postgraduate programmes.	The Research Grants Council (RGC) provides research funding for UGC-funded universities through various competitive research funding schemes under the Earmarked Research Grant and the Theme-based Research Scheme (with funding from the investment income of the injections of \$16 billion and \$4 billion respectively), and offers studentships to eligible local students enrolled in research postgraduate programmes at an amount equivalent to the tuition fees for the normative study period of the programmes (with funding from the investment income of the injection of \$3 billion). The RGC also makes use of the investment income from the injection of \$3 billion to provide research funding for local self-financing degree-awarding institutions through 3 competitive research funding schemes.	The UGC advises the trustee on the following: policies and procedures governing the operation and development of the Fund; policies governing the investment of the Fund; and the grants reserved under the Fund for institutions to carry out, promote and support research projects.	26,572	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
Self-financing Post-secondary Education Fund	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.	To enhance the quality of self-financing post-secondary education through the Self-financing Post-secondary Scholarship Scheme and the Quality Enhancement Support Scheme under the Fund.	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 advises on the formulation of investment policies and the monitoring of investment.	3,878	Operating expenses of around \$9.7 million, which mainly comprise investment management fees.

Name of Fund	Aims of Establishment	Modes of Usage	Management	2016/17 School Year <sup>(1)</sup>	
				Year-end Balance (\$ million)	Administration Cost Covered by the Fund
Qualifications Framework Fund (QF Fund)	To support the sustainable development and implementation of Qualifications Framework (QF).	Schemes/initiatives supported by the QF Fund include: (a) Designated Support Schemes for QF (including Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme; and (b) funding for Industry Training Advisory Committees, QF-related studies or projects and public education.	The Steering Committee on QF Fund advises the Secretary for Education on the overall strategy for making use of the 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 Fund.	1,046	Nil
Gifted Education Fund	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.	To support the operation of the Hong Kong Academy for Gifted Education with the investment income of the Fund.	Comprising representatives of the education sector and lay members, the Advisory Committee on Gifted Education advises the Secretary for Education on the development of gifted education and the operation of the Fund.	810	Nil

- (1) The year-end balance of and the administration cost covered by the respective fund are extracted from the latest audited financial statements for the 2016/17 school year.
- (2) Participating institutions of the HKSAR Government Scholarship Fund are the 8 UGC-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.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB18**

**(Question Serial No. S0107)**

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 Administration inform this Committee:

- (a) of the respective numbers of primary and secondary schools that have adopted the “Bring Your Own Device” (BYOD) policy, and their respective percentages out of the total numbers of public sector primary and secondary schools, by school type;
- (b) whether it has estimated the number of schools that will adopt the BYOD policy in the coming year; if so, of the numbers and their respective percentages out of the total numbers of public primary and secondary schools, by school type;
- (c) of the number of students who are in receipt of the Comprehensive Social Security Assistance (CSSA) from the Social Welfare Department, or full/half grant from the Student Finance Office of the Working Family and Student Financial Assistance Agency in primary and secondary schools that have adopted the BYOD policy.

Asked by: Hon MOK Charles Peter

Reply:

(a) to (c)

The Education Bureau launched the Fourth Strategy on Information Technology in Education (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.

We do not have any information on the overall number of schools adopting the BYOD policy at present or in the coming school year. We also do not have the number of students who are in receipt of the CSSA or textbook assistance in schools that have adopted the BYOD policy.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB19**

**(Question Serial No. S0160)**

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 “one school social worker for each school” policy aims to “strengthen and enhance social work and guidance services”. “The new measures are implemented, on the basis of Comprehensive Student Guidance Service (CSGS), to provide more resources for schools to further enhance the overall guidance service in terms of quality and stability.”

However, the Education Bureau (EDB) stated in a reply to my question that “under the principles of openness and fairness, schools should have competitive quotation/tender exercises at regular intervals for service procurement”. The fact is that such a tender system is the culprit of the instability of services. Since schools have to invite tenders every 3 to 5 years, movement of social workers is inevitable and students receiving guidance services need to familiarise themselves with new social workers. Such being the case, how could the quality of services be enhanced, and how could stable guidance services be provided?

While the EDB is required to conduct quotation or tender exercises under the principles of openness and fairness and as a result renders the services unstable, the Social Welfare Department, also one of government departments, does not need to invite tenders every 3 to 5 years in line with such principles in providing the subsidies for the policy of one school social worker for each secondary school. What is the reason for that?

Asked by: Hon SHIU Ka-chun

Reply:

With regard to the Comprehensive Student Guidance Service (CSGS), primary schools have all along been allowed to employ guidance personnel or deploy the grant flexibly for procuring social work service from organisations according to their own needs. The existing mode, which gives flexibility to schools for resource deployment, is generally well-received. When the Education Bureau (EDB) consulted the education sector about the implementation of the policy on “one school social worker for each school”, schools



were worried that if the prevailing mode was drastically changed or the mode for secondary schools was rigidly applied to primary schools, the existing student guidance service might be affected, and thus it might not be an ideal arrangement. Hence, the new resource mode will be implemented, on the basis of CSGS and in view of the needs of primary schools, to increase resources for carrying out enhanced measures so that the policy of “one school social worker for each school” can be progressively implemented in primary schools.

Primary schools may, under the enhanced funding mode, opt to create a graduate social worker post on its staff establishment 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. If schools wish to have stable social work services, they may opt to create a graduate social worker post on its staff establishment. Schools choosing to hire service may consider drawing up contracts with a longer contract period, such as 5 years, under this special circumstance with full justification. It is considered that the above arrangement can enable schools to maintain the stability of social work services.

As for secondary schools, social workers are provided to them by the Social Welfare Department (SWD) in a way different from primary schools. In the 2000/01 school year, the SWD implemented the policy of “one school social worker for each secondary school” to meet the needs of students through the redeployment of resources from children and youth centres and study/reading rooms. Upon the redeployment of resources, whenever a new secondary school is established, SWD will select a non-governmental organisation (NGO) to operate school social work service basing on the established procedures and criteria, including the NGO’s experience in providing school social work service, its networks in the district where the secondary school is located, etc. in order to provide service for students. At present, all agreement service units, irrespective of whether they are under time-defined or non-time-defined Funding and Service Agreements, are subject to the same level of monitoring under the “Service Performance Monitoring System”, including scheduled submission of statistical reports, self-assessment reports, being subjected to performance visits, etc. for performance monitoring.

EDB needs time to explore the feasibility of the recommendations on solely using service quality as the assessment criterion in conducting competitive quotation/tender exercises.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB20**

**(Question Serial No. S0161)**

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 Steering Committee on Population Policy of the previous-term Government proposed to increase the quotas on child care service places in order to increase the participation rate of the labour force, and this had bearing on the direction the Government took when taking forward free kindergarten education. The Education Bureau (EDB) accepted the recommendation made in the Report of the then Committee on Free Kindergarten Education to change the current ratio of half-day kindergartens to whole-day kindergartens from 3:7 to 5:5. The Government has indicated earlier that it was following up this matter with the Planning Department when responding to Members' questions at the Panel on Education meeting.

However, whether with a ratio of 3:7 or 5:5, the future direction in the positioning of long whole-day kindergartens was not deliberated. In its reply, the EDB referred to them as "former aided child care centres" (FACs) and remarked that "they usually operate longer service hours". As shown in EDB's reply, there has been a slight year-on-year increase in the number of students in FACs, which proves the market demand for such service. In EDB's view, what exactly is the positioning of these 246 long whole-day kindergartens? Will the EDB continue to promote the development of these schools? Will there be injection of resources for that?

Asked by: Hon SHIU Ka-chun

Reply:

Kindergartens (KGs) are privately run. They are characterised by a high level of flexibility and diversity as well as prompt responses to the needs of parents, including the demand for different modes of services such as half-day (HD) and whole-day (WD) / long whole-day (LWD) services. The new KG education policy has been implemented starting 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. As regards the LWD services, the additional subsidy

provided by the Government is 60% of the HD unit subsidy. In the 2017/18 school year, the subsidy for each school place is \$53,100. On this basis, the weighted average school fee charged by these KGs is \$11,000 per year for each student in the 2017/18 school year. Compared with the weighted average school fee of \$46,100 per year charged by these KGs for each student in the 2016/17 school year (i.e. before the implementation of the new policy), the decrease is about 75%. Besides, the Government continues to provide these organisations offering LWD services the recurrent grants (including reimbursement of rent, rates and government rent, and reimbursement of management fees and air-conditioning expenses for individual centres) disbursed by the Social Welfare Department (SWD) before the harmonisation of pre-primary services in 2005. These organisations may also apply to the SWD for subsidies under the Lotteries Fund to cover non-recurrent expenses, such as procurement of furniture and equipment and renovation works. We will continue to review the demand of parents for various modes of services and maintain communication with the sector to take appropriate follow-up actions.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB21**

**(Question Serial No. S0162)**

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:

It is mentioned in the reply that the Student Enrolment Survey conducted by the Education Bureau (EDB) does not collect information about whether students (including non-Chinese speaking (NCS) students) have studied in a kindergarten in Hong Kong, whether they were born in Hong Kong and their length of residence in Hong Kong.

At the Subcommittee on Rights of Ethnic Minorities meeting, the Government mentioned that those ethnic minority students born in Hong Kong would obtain better results in Territory-wide System Assessment (TSA). If information on whether students were born in Hong Kong and their length of residence in Hong Kong can be collected in the TSA, why is it not possible to collect this kind of information when ethnic minority students attend kindergartens?

Concern groups on ethnic minority rights have frequently advocated that the Government should set objectives that ethnic minority students are expected to achieve at different learning stages. However, EDB has all along refused to do so on the grounds that ethnic minority students of the same age may have different backgrounds and should not be compared with one another.

Would EDB consider inquiring about whether students were born in Hong Kong and their length of residence in Hong Kong when conducting the Student Enrolment Survey? This shall enable the Government to grasp more information about NCS students and facilitate it to set learning targets by stages for ethnic minority students in the long run.

Asked by: Hon SHIU Ka-chun

Reply:

The Government ensures equal opportunities in school admission for all eligible children (including non-Chinese speaking (NCS) children) in public sector schools, regardless of their

race. Education policies and support measures are underpinned by the principle of teaching students according to their ability and aptitude. To help NCS students overcome the difficulties of learning Chinese as a second language, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools to step up the support for NCS students in learning the Chinese language systematically.

The “Learning Framework”, 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 key stages of learning. With reference to the “Learning Framework”, teachers can set specific learning targets, learning progress and expected learning outcomes for their NCS students according to their diversified learning needs to help them learn Chinese progressively in a “small-step” approach so that they can bridge over to mainstream Chinese Language classes at a suitable time according to their own learning pace.

In view of the diversified linguistic and cultural backgrounds and duration of learning Chinese among the NCS students (notably ethnic minority students), there are distinct differences in their starting points of learning Chinese and learning progress. If uniform learning targets by stages are set out for all NCS students in the territory, it would not only fail to address the actual learning circumstances of NCS students, but also fail to cater for their learning diversity. Moreover, mandatory imposition of uniform learning targets by stages would put extra learning pressure on NCS students.

Student Enrolment Survey is a universal survey that collects and updates information of all students in the territory. It is conducted for EDB to maintain and update basic information of these students, which mainly includes their Chinese and English names, gender, date of birth, current school, grade level and class, etc. EDB also collects necessary information for the formulation and review of specific policies or measures as appropriate. For example, information on whether NCS students have attended a kindergarten in Hong Kong would be collected through questionnaire surveys on the Territory-wide System Assessment and annual plans submitted by schools with 10 or more NCS students and are provided with additional funding ranging from \$800,000 to \$1,500,000 per year.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB22**

**(Question Serial No. S0157)**

Head: (173) Working Family and Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student finance assistance  
(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:

With reference to Reply Serial No. EDB 238, it is stated in part (iv) of the reply that “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.” Please inform this Committee: 1) out of these 9 544 loan repayment accounts, the number of accounts that will continue making repayment for 1 year/2 years and 3 years or above; 2) the total amount of grant and loans involved; 3) the proportion of outstanding repayment amount; and 4) the total amount of interest involved.

Asked by: Hon POON Siu-ping

Reply:

- (1) Since the 2012/13 academic year, the standard repayment period for student loans has been extended to 15 years. As at 31 January 2018, there are a total of 9 544 loan repayment accounts under the 5 financial assistance schemes with a repayment period exceeding 10 years and continuing making repayments. Although student loan borrowers may settle their loans within the standard repayment period, they can settle their loans earlier on their own accord or apply for a deferment of loan repayment. Hence, we do not maintain a breakdown of loan repayment cases by repayment period or remaining repayment period.

(2) to (4) The loan repayment accounts concerned involve an outstanding loan principal of about \$250 million, which accounts for about 3% of the total outstanding loan principal under repayment. Repayment is normally not required for grants. As student loan borrowers may settle their loans within the standard repayment period and also settle their loans earlier on their own accord or apply for a deferment of loan repayment, the amount of interest of each loan repayment account will vary subject to the length of the repayment period. We are thus unable to provide the total amount of interest involved under the relevant accounts.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB23**

**(Question Serial No. S0108)**

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 the number, the average salary per course, the average length of contract, as well as the average length of service of part-time teaching staff/contract lecturers of the University Grants Committee (UGC)-funded universities (including part-time lecturers/tutors of universities/post-secondary institutions) in the past 5 years (from the 2013/14 to 2017/18 academic years) by using the table below.
2. Does the UGC have any parameters/guidelines on the recruitment of part-time or full-time teaching staff by funded-universities? If yes, what are the details? If no, what are the reasons?

Number of part-time lecturers/tutors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					



Average salary per course of part-time lecturers/tutors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Average length of contact of part-time lecturers/tutors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Average length of service of part-time lecturers/tutors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Asked by: Hon AU Nok-hin

Reply:

1 & 2

The 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. 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 are accountable for their decisions in these aspects.

Recruitment of academic staff is within the autonomy of the UGC-funded universities and the UGC is not involved in the matter. All universities have their established personnel policies and mechanisms to handle recruitment of academic staff and teaching arrangements having regard to their individual circumstances and teaching needs. All universities will also review and enhance relevant arrangements as necessary.

As provided by the UGC-funded universities, the numbers 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 the Annex. The requested information of length of contract and service is not available. As regards the salaries, 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.

**Numbers 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**

(Headcount)

Academic year	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
2013/14	-	1	8	25	3	23	2	3
2014/15	-	1	8	34	2	24	3	2
2015/16	1	-	8	33	5	25	7	2
2016/17	1	-	3	8	5	32	6	5
2017/18 (Provisional)	1	-	4	10	7	48	11	4

Note:

“-” 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**

**S-EDB24**

**(Question Serial No. S0109)**

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 the number, the percentage in professorial teaching and research staff, the average salary, the average length of contract, as well as the average length of service of assistant professors of the University Grants Committee (UGC)-funded universities in the past 5 years (from the 2013/14 to 2017/18 academic years) by using the table below.

Number of assistant professors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Average salary of assistant professors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Average length of contact of assistant professors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Average length of service of assistant professors of UGC-funded universities

University	2013/14	2014/15	2015/16	2016/17	2017/18
CityU					
HKBU					
LU					
CUHK					
EdUHK					
PolyU					
HKUST					
HKU					

Asked by: Hon AU Nok-hin

Reply:

The 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. 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 are accountable for their decisions in these aspects. Recruitment of academic staff is within the autonomy of the UGC-funded universities and the UGC is not involved in the matter. UGC-funded universities provide UGC the staff number in academic departments by source of salary funding, staff grade (e.g. academic staff, technical research staff, administrative, technical and other staff, etc.) and mode of employment, but the requested breakdown information of assistant professors is not available. As regards the salaries, 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.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. S0124)**

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:

This is a follow-up question on Reply Serial No. EDB248. The “percentage of local students with major overseas qualifications in relation to the total number of students admitted” into some programmes exceeds 30%, with the highest being 66.7%. Please advise whether there is any cap on the maximum percentage of “local students with major overseas qualifications in relation to the total number of students admitted” into any single programme? If yes, what are the reasons? How do the institutions compare different academic qualifications? How do the Government ensure that local students with local qualifications and local students with overseas qualifications compete on a level playing field for university places?

In addition, the “percentage of non-local students in relation to the total number of students admitted” into some programmes exceeds 40%, with some as high as over 80%. Please advise whether there is any cap on the maximum percentage of “non-local students in relation to the total number of students admitted” into any single programme? If no, how do the Government ensure that local students’ opportunities for admission to the programme will not be hurt as a result?

Asked by: Hon IP Kin-yuen

Reply:

Student admission is within the autonomy of the University Grants Committee (UGC)-funded universities. Following the principles of fairness and merit-based selection, each university administers its own admission policy and criteria for different undergraduate programmes to assess applications submitted through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes.

According to the UGC-funded universities, undergraduate admission is conducted on the basis of a rigorous and holistic assessment of applicants in a variety of aspects, including their academic qualifications and results, interview performance, personal attributes,

non-academic achievements, interests and experiences, as well as programme preferences, etc. Universities have accumulated a wealth of experience in assessing the relative merits of local applicants with different academic qualifications. They have also been continuously monitoring the relative post-admission performance of students admitted with different academic qualifications to ensure that equivalent admission threshold is applied to candidates holding different academic qualifications. We understand that universities do not apply any formula to convert and compare different academic and non-academic qualifications. 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.

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.

To ensure the chance of local students to enrol in UGC-funded programmes, all non-local students currently in UGC-funded sub-degree, undergraduate and taught postgraduate programmes should be admitted through over-enrolment outside the approved UGC-funded student number targets, capped at a level equivalent to the 20% of the approved UGC-funded student number targets. To ensure institutional autonomy, the cap is calculated on the basis of the same study level in the university rather than a single programme. Since all non-local undergraduate students are admitted by over-enrolment on top of the approved student number, they will not compete with local students. Besides, non-local students are required to pay higher tuition fees in order to recover at least the relevant direct additional costs and avoid subsidising non-local students by public funds.

According to the universities, applications for admission submitted by non-local candidates are held distinct and handled separately from local applications to ensure that local students' chance for enrolment is not affected by non-local applicants.

- End -