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Replies to initial questions raised by Legislative Council Members in examining the Estimates of Expenditure 2023-24

Director of Bureau : Secretary for Education

Session No. : 18

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EDB265	3321	TIK Chi-yuen	156	(2) Pre-primary Education
EDB266	3322	TIK Chi-yuen	156	(2) Pre-primary Education
EDB267	3323	TIK Chi-yuen	156	(2) Pre-primary Education
EDB268	3324	TIK Chi-yuen	156	(2) Pre-primary Education
EDB269	3325	TIK Chi-yuen	156	(2) Pre-primary Education
EDB270	3326	TIK Chi-yuen	156	(2) Pre-primary Education
EDB271	3327	TIK Chi-yuen	156	(2) Pre-primary Education (3) Primary Education
EDB272	3328	TIK Chi-yuen	156	(2) Pre-primary Education
EDB273	3329	TIK Chi-yuen	156	(2) Pre-primary Education
EDB274	3354	TIK Chi-yuen	156	(5) Special Education
EDB275	3355	TIK Chi-yuen	156	(5) Special Education
EDB276	3356	TIK Chi-yuen	156	(5) Special Education
EDB277	3357	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB278	3358	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB279	3359	TIK Chi-yuen	156	(5) Special Education
EDB280	3453	TIK Chi-yuen	156	(6) Other Educational Services and Subsidies
EDB281	3454	TIK Chi-yuen	156	(2) Pre-primary Education
EDB282	3455	TIK Chi-yuen	156	(6) Other Educational Services and Subsidies
EDB283	3456	TIK Chi-yuen	156	(6) Other Educational Services and Subsidies
EDB284	3458	TIK Chi-yuen	156	(6) Other Educational Services and Subsidies
EDB285	3459	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education
EDB286	3460	TIK Chi-yuen	156	(6) Other Educational Services and Subsidies
EDB287	3461	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB288	3462	TIK Chi-yuen	156	(4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB289	3463	TIK Chi-yuen	156	(2) Pre-primary Education
EDB290	3464	TIK Chi-yuen	156	(2) Pre-primary Education
EDB291	3465	TIK Chi-yuen	156	(2) Pre-primary Education
EDB292	3466	TIK Chi-yuen	156	(2) Pre-primary Education
EDB293	3469	TIK Chi-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
WFSFAA				
EDB294	3320	TIK Chi-yuen	173	(1) Student Assistance Scheme
UGC				
EDB295	3518	KWOK Ling-lai, Lillian	190	(1) University Grants Committee

CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 2883)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The provision for 2023-24 under Programme (6) Other Educational Services and Subsidies is 91.4% higher than the revised estimate for the previous year, and the Administration has indicated that this is mainly due to increased provision for other operating expenses and the additional injection of \$600 million into the Gifted Education Fund. In this connection, please provide the following –

- (1) a specific breakdown of other operating expenses; and
- (2) a breakdown of the additional injection of \$600 million.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 32)

Reply:

(1) & (2)

The estimate under Programme (6) Other Educational Services and Subsidies for 2023-24 is \$953.5 million (or 91.4%) higher than the revised estimate for the previous year. This is mainly due to the additional injection of \$600 million into the Gifted Education Fund and the increased provision for other operating expenses, which include arranging for senior secondary students to participate in Mainland study tours of the subject of Citizenship and Social Development starting from April 2023, arranging professional exchange programmes for teachers, and resuming Mainland exchange programmes for students in the 2023/24 school year.

The additional injection of \$600 million into the Gifted Education Fund will generate additional investment returns per annum, so that strengthened support will be provided for the Hong Kong Academy for Gifted Education to conduct training, activities and competitions at the local, national and international levels. More quality and challenging off-school educational services in specific areas, such as Science, Technology, Engineering, the Arts and Mathematics (STEAM), will be offered for gifted students to develop their potential.

- End -

CONTROLLING OFFICER'S REPLY

EDB002

(Question Serial No. 2886)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (661) Minor plant, vehicles and equipment (block vote)

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The provision of \$29.1 million under this Subhead represents an increase of 212.2% over the revised estimate for 2022-23. This is mainly due to increased requirement for replacement and new equipment. Please provide a list of the equipment to be replaced and procured, their quantities and the respective estimated expenditures.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 35)

Reply:

The 2023-24 estimate for Subhead 661 Minor plant, vehicles and equipment (block vote) is \$29,103,000, which is higher than the 2022-23 revised estimate by \$19,782,000 (or 212.2%). The expenditure is mainly for replacing and procuring facilities in government schools (about \$22 million) and the Kowloon Tong Education Services Centre (about \$7 million), which include replacing the air-conditioning system, public address system, water pumps and fresh water pumps, or installing electric meters that connect to the Smart Energy Monitoring System in over 30 government schools, so as to meet schools' operational needs, enhance the learning environment of students and dovetail with the Government's decarbonisation and energy saving policies.

- End -

CONTROLLING OFFICER'S REPLY

EDB003

(Question Serial No. 2887)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under the Programme, the provision for 2023-24 is \$953.5 million (about 91%) higher than the revised estimate for 2022-23. One of the major reasons is higher cash flow requirement for non-recurrent items as a result of the additional injection of \$600 million into the Gifted Education Fund, which mainly subsidises different institutions in providing Off-school Advanced Learning Programmes for gifted students.

- (1) Please list the expenditures on and number of enrollment in various Off-school Advanced Learning Programmes in the past 3 years.
- (2) What are the anticipated changes after the capital injection?

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 36)

Reply:

(1) & (2)

The Education Bureau (EDB) will inject an additional \$600 million into the Gifted Education Fund (the Fund) for additional investment returns to strengthen the support for gifted education in Hong Kong and nurture talents. With the funding injection, it is expected that more gifted education service providers (including tertiary institutions) will be encouraged to provide more quality Off-school Advanced Learning Programmes to gifted students, especially in STEAM-related areas, so that more students with potential will be provided with advanced learning opportunities to showcase their talents to the full.

EDB will also, through the Fund, step up efforts in supporting the Hong Kong Academy for Gifted Education (the Academy) to provide more and wider student activities for the gifted, including collaboration with various organisations to organise, train or send representatives to participate in more territory-wide/cross-territory/national/international science-and-I&T-related competitions and activities, so that gifted students may have more opportunities to showcase their talents. For those exceptionally gifted, more quality and challenging

advanced programmes specific to STEAM-related areas will also be provided for them. In addition, the Academy will strengthen the support services provided for teachers and parents (including organising seminars and workshops) and expand its collaboration with schools so as to support teachers in identifying and nurturing gifted students.

As for the Off-school Advanced Learning Programmes supported by the Fund, gifted students, with the mentorship and guidance of academics, scientists or professionals of relevant industries, can carry out projects in the programmes covering a wide range of topics across different subjects (including innovation and technology such as big data, quantum computing, the Internet of things and life science). Given the differences among programmes in their nature, delivery period and frequency of meeting students, among others, the amount of funding granted under the established mechanism also varies among programmes. The annual expenditure on each programme is not available.

The total number of enrollment and total amount of funding for the Off-school Advanced Learning Programmes under the Fund in the past 3 school years (2020/21 to 2022/23) are tabulated as follows –

	2020/21 school year	2021/22 school year	2022/23 school year
Total no. of enrollment	388	445	(applications are being processed)
Total amount of funding	\$11,149,926	\$13,048,021	\$10,968,053

- End -

CONTROLLING OFFICER'S REPLY

EDB004

(Question Serial No. 0465)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the decreasing number of primary and secondary school teachers in recent years, please advise this Committee of the following –

1. the projected and actual numbers of teachers recruited in the establishment of (i) primary schools and (ii) secondary schools in each of the past 3 years (with a breakdown by subject);
2. whether the Education Bureau has taken any measures to slow or stop the rising trend of teacher wastage in primary and secondary schools; if yes, of the details and plans; if no, of the reasons and how in-service teachers can be retained; and
3. the projected trend of teacher wastage in the next 5 years, given that Hong Kong has returned to normalcy with social stability restored.

Asked by: Hon CHAN Hak-kan (LegCo internal reference no.: 8)

Reply:

1.

At present, the establishment of public sector schools is not determined by the subjects offered, and schools may recruit teachers for different subjects according to their school-based circumstances, hence we do not have a breakdown of the teaching establishment and the actual number of teachers recruited by subject.

The numbers of teachers within the establishment of public sector primary and secondary schools from the 2019/20 to 2021/22 school years are tabulated below –

School year	No. of teachers within the establishment	
	Primary schools	Secondary schools
2019/20	20 430	20 020
2020/21	20 490	19 930
2021/22	20 220	19 690

Notes:

- (1) Numbers of teachers are rounded to the nearest ten.
- (2) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (3) Public sector schools include government schools, aided schools and caput schools (secondary schools only for caput schools).
- (4) Figures do not include special schools.

As aided schools may flexibly opt to obtain a cash grant by freezing up to 10% of their teaching establishment, and use the grant to appoint teaching-related staff, procure education-related services or employ specialist staff to meet their school-based development and operational needs, the projected number of teachers to be recruited in the establishment is not available.

2.

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools and Direct Subsidy Scheme schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly.

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers' promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

3.

As there are different factors affecting the teacher wastage rate every year, we can only provide the estimated teacher wastage rates for the coming 2 years. The estimated teacher wastage rates of public sector primary and secondary schools for the 2022/23 and 2023/24 school years are tabulated below –

School year	Teacher wastage rate (%)	
	Public sector primary schools	Public sector secondary schools
2022/23 (Revised Estimate)	8.5	9.8
2023/24 (Estimate)	7.8	8.8

Notes:

- (1) Public sector schools include government schools, aided schools and caput schools (secondary schools only for caput schools).
- (2) Figures do not include special schools.
- (3) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teachers” of ordinary schools refer to the teachers who were serving in an ordinary school (irrespective of whether a primary or secondary school) as at mid-September of the preceding school year but were no longer serving in any ordinary schools as at mid-September of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB005

(Question Serial No. 0466)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Government advise this Committee of the following –

- (1) whether any professional training on knowledge of national education for primary and secondary school teachers have been launched from 2019 to 2022; if yes, please provide the respective training cost in each of these years;
- (2) what mechanism is in place to evaluate the teaching standard and performance of teachers of national education?

Asked by: Hon CHAN Hak-kan (LegCo internal reference no.: 13)

Reply:

(1)

Starting from the 2020/21 school year, the Education Bureau (EDB) has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. Moreover, EDB will arrange Mainland study tours of 3 to 4 days for teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons.

In addition, EDB has continuously organised holistic and systematic teacher training programmes related to national education and national security education (NSE) in different modes, including knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on "Understanding Our Country" (including film shows to foster an understanding of our country) and "NSE", as well as workshops on national flag raising ceremony for teachers,

etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic Law, encompassing the historical background of “One Country, Two Systems”, the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. Regarding online courses, there has been a significant increase in the number of attendees of the “Constitution and the Basic Law Knowledge Enrichment Online Course for Secondary School Teachers” and the “Advanced Constitution and the Basic Law Knowledge Enrichment Online Course for Secondary School Teachers”, and about 20 000 teachers in total have completed the courses from the 2020/21 to 2022/23 school years. Besides, EDB has organised the “Constitution and the Basic Law Knowledge Enrichment Online Course for Primary School Teachers” and around 5 400 teachers have completed the courses from the 2021/22 to 2022/23 school years. The National Flag and National Emblem (Amendment) Ordinance was published in the Gazette and came into effect on 8 October 2021. Since then, EDB has been organising workshops to familiarise teachers with the etiquette for performing the flag raising ceremony, guide students to show respect for the national symbol during the flag raising ceremony, with a view to enhancing the sense of nationhood of teachers and students, developing in students an affection for the Chinese people, as well as strengthening their national identity.

Moreover, learning elements related to national education have been embedded in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, and Citizenship and Social Development (CS), the related sections of the subjects have all along organised relevant professional development training activities in relation to national education for teachers. For example, the related section of Chinese History organises teacher training activities on the War of Resistance against Japanese Aggression on an ongoing basis while a series of teacher training programmes on curriculum-related themes have been held under CS since June 2021. Such training activities and programmes help teachers enhance their professional knowledge of Chinese history, Chinese culture and the development of our country.

As the expenditure and estimates on various teacher training programmes are subsumed under EDB’s recurrent expenditure, no breakdown is available. EDB will continuously adopt a wide array of specific measures, including providing curriculum guides, developing learning and teaching resources, as well as offering training for teachers, etc., to fully support schools to plan and promote national education within and beyond classroom in a holistic and systematic manner.

(2)

Under the spirit of empowerment and accountability in school-based management, school management has the responsibility to understand and monitor the quality of teaching, the teaching materials used, and the appropriateness of student activity arrangements. EDB has implemented the “enhanced School Development and Accountability framework” since the 2022/23 school year to bolster the accountability of staff in publicly-funded schools in providing quality school education and enhancing national education through the adoption of a whole-school approach. All publicly-funded schools should assign a co-ordinator to lead the overall planning work in this school year. To better support schools in promoting national education on all fronts, EDB will continuously seek to understand the planning and implementation of national education in schools and the effectiveness through school visits, curriculum development visits and inspections. Feedback will be given to support schools in making improvement.

- End -

CONTROLLING OFFICER'S REPLY

EDB006

(Question Serial No. 2050)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Apart from providing school places for newly-arrived children and young people, the Education Bureau (EDB) also provides them with the Induction Programme through non-governmental organisations and the full-time Initiation Programme before they enrol in mainstream schools. Schools which admit newly-arrived children also receive grants from EDB for organising school-based support programmes to help these children integrate into the local education system.

1. What were the numbers of newly-arrived children and young people enrolled for the Induction Programme in the past 3 school years? What were the amounts of funding allocated?
2. What were the numbers of newly-arrived children and young people enrolled for the Initiation Programme in the past 3 school years? What were the amounts of funding allocated?
3. What were the numbers of non-Chinese speaking students enrolled for the Summer Bridging Programme in the past 3 school years? What were the amounts of funding allocated?

Asked by: Hon CHAN Hak-kan (LegCo internal reference no.: 41)

Reply:

1. to 3.

From the 2019/20 to 2021/22 school years, the numbers of newly-arrived students enrolled for the Induction Programme and Initiation Programme subsidised by EDB and the numbers of non-Chinese speaking students enrolled for the Summer Bridging Programme, and the expenditures involved are tabulated as follows –

School year	Induction Programme		Initiation Programme		Summer Bridging Programme	
	No. of students	Expenditure (\$ million)	No. of students	Expenditure (\$ million)	No. of students	Expenditure (\$ million)
2019/20	970	2.0	400	22.1	1 140	2.0
2020/21	50	0.1	360	20.3	210	0.3
2021/22	290	0.6	380	15.5	1 210	2.0

Note: Number of students above is rounded to the nearest 10.

- End -

CONTROLLING OFFICER'S REPLY

EDB007

(Question Serial No. 1831)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Pilot Vocational and Professional Education and Training Diploma, please advise of –

- i. the programmes to be offered and their respective number of places, structures and lesson times;
- ii. the teacher training and manpower arrangements; and
- iii. whether there is a timetable for review and further implementation; if yes, of the details.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 19)

Reply:

i. to iii.

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB008

(Question Serial No. 1832)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Pilot Project on the Development of Applied Degree Programmes, please advise of –

1. the number of places and actual intake of each programme;
2. the incentives and support given to institutions to offer applied degree programmes and the expenditure involved; and
3. the applied degree programmes to be offered in the future and the implementation timetable.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 20)

Reply:

The Education Bureau launched the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020. The first round covers four applied degree programmes launched in the 2022/23 academic year, in four disciplines, namely nursing; testing and certification; horticulture, arboriculture and landscape management; and gerontology. The planned and actual intakes for the 2022/23 academic year are tabulated below –

Institution	Applied Degree Programme	Planned intake	Actual intake
Caritas Institute of Higher Education	Bachelor of Nursing (Honours) programme	520	520
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	50	22

Institution	Applied Degree Programme	Planned intake	Actual intake
Technological and Higher Education Institute of Hong Kong of the Vocational Training Council	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management programme	115	48
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology programme	50	26

The Government has engaged the Hong Kong Council for Accreditation of Academic and Vocational Qualifications as a consultant to help review the effectiveness and experience of the Pilot Project, and to assist institutions in the development of applied degree programmes. The Government has also earmarked around \$10 million for the implementation, including the provision of an accountable one-off financial assistance of up to \$2 million for each participating institution to cover the reasonable costs of developing applied degree programmes.

To tie in with the strategy of fostering industry-institution collaboration and diversified development for promoting vocational and professional education and training (VPET) as announced in the Chief Executive's 2022 Policy Address, and to follow-up on the measure in the 2023-24 Budget, the Government announced the launch of the second round of the Pilot Project on 7 March 2023, with a view to reviewing and fostering the development of applied degrees in Hong Kong and further strengthening the VPET progression pathway at the post-secondary level. Institutions offering self-financing degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors have been invited to submit their proposals. We will select programmes with stronger industry elements in an industry with keen manpower demand and suitably accord priority to industries which are not covered by the existing four applied degree programmes. Programmes will be launched in the 2024/25 academic year at the earliest. We will also continue to review the implementation of the Pilot Project and look into the future development of applied degrees.

- End -

CONTROLLING OFFICER'S REPLY

EDB009

(Question Serial No. 1833)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), please advise of –

1. the numbers of subsidised places and actual intakes of various programmes under SSSDP in the past 2 academic years, and the estimated numbers of subsidised places of these programmes for the 2023/24 academic year;
2. whether specific targets have been set for the proportions of actual intakes of various programmes, and whether programmes not meeting the targets will be put under review to identify the causes and areas for improvement; and
3. the additional expenditure involved in expanding SSSDP to cover top-up degree programmes.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 21)

Reply:

1. Information on the designated programmes, numbers of subsidised places and actual intakes (if applicable) under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the past 2 academic years and the 2023/24 academic year is set out at Annex 1 (undergraduate programmes) and Annex 2 (sub-degree programmes).
2. The Education Bureau (EDB), in consultation with policy bureaux on Hong Kong's social and economic development needs as well as the needs of various industries, makes adjustments as appropriate to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under SSSDP every year, with a view to nurturing talent in support of specific industries with keen demand for human resources. Apart from the number of places and intake of self-financing programmes, policy bureaux will take into account factors such as the programmes and number of

places offered by participating institutions, 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.

3. SSSDP will be expanded to cover top-up degree programmes from the 2023/24 academic year, the estimated increase in expenditure is about \$131 million.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2021/22 academic year)
Designated undergraduate programmes, number of subsidised places,
actual intakes and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Institute of Higher Education	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence	30	13	44,100
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	44,100
	Health Care	Bachelor of Nursing (Honours)	400	400	76,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	59	76,800
Hong Kong Chu Hai College (Note 1)	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	14	44,100
	Computer Science	Bachelor of Science (Honours) in Computer Science	30	2	44,100
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	30	1	44,100
Hong Kong Metropolitan University	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	16	44,100
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence (Note 2)	25	20	44,100
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	35	44,100
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	52	76,800
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	21	76,800
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	40	7	44,100
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	348	76,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	140	76,800
	Health Care	Bachelor of Science with Honours in Physiotherapy	40	51	76,800
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	8	44,100
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	41	44,100
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	7	76,800

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	30	32	76,800
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	30	16	76,800
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	16	44,100
Hong Kong Shue Yan University	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	30	10	44,100
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing (Note 3)	60	33	44,100
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	40	37	76,800
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	49	44,100
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	47	44,100
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	20	44,100
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	114	44,100
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	390	76,800
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	46	76,800
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	60	60	76,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	50	76,800
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	15	76,800
UOW College Hong Kong	Logistics / Tourism and Hospitality	Bachelor of Aviation (Honours) in Operations and Management	25	11	44,100
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	40	8	44,100
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	50	14	76,800
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	50	7	44,100
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	50	15	44,100

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	40	11	44,100
	Computer Science / Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	2	44,100
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	50	12	76,800
	Creative Industries	Bachelor of Arts (Honours) in Product Design	45	15	76,800
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	50	14	44,100
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	8	44,100
Total			3 200	2 292	

Note 1: Chu Hai College of Higher Education was retitled Hong Kong Chu Hai College on 4 January 2023.

Note 2: The programme is renamed from Bachelor of Science with Honours in Data Science to Bachelor of Science with Honours in Data Science and Artificial Intelligence in the 2021/22 academic year.

Note 3: The programme is renamed from Bachelor of Arts (Honours) in Applied and Human-Centred Computing to Bachelor of Science (Honours) in Applied Computing in the 2021/22 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2022/23 academic year)
Designated undergraduate programmes, number of subsidised places,
actual intakes and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Institute of Higher Education	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence	30	11	44,240
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	44,240
	Health Care	Bachelor of Nursing (Honours) (Note 1)	520 (Note 1)	519	77,040
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	60	77,040
Hong Kong Chu Hai College (Note 2)	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	8	44,240
	Computer Science	Bachelor of Science (Honours) in Computer Science	20	1	44,240
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	20	6	44,240
Hong Kong Metropolitan University	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	16	44,240
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	20	44,240
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	30	44,240
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	69	77,040
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	28	77,040
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	30	15	44,240
	Health Care	Bachelor of Nursing with Honours in General Health Care	385	398	77,040
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	122	77,040
	Health Care	Bachelor of Science with Honours in Physiotherapy	50	50	77,040
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	40	18	44,240
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	37	44,240
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 3)	50	22	77,040

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	55	37	77,040
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	55	16	77,040
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	15	44,240
Hong Kong Shue Yan University	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	30	24	44,240
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing	60	44	44,240
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	40	35	77,040
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	30	44,240
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	48	44,240
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	14	44,240
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	99	44,240
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	340	77,040
	Health Care	Bachelor of Science (Honours) in Applied Gerontology (Note 4)	50	5	44,240
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	44	77,040
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	60	64	77,040
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	55	77,040
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	20	20	77,040
UOW College Hong Kong	Logistics / Tourism and Hospitality	Bachelor of Aviation (Honours) in Operations and Management	25	7	44,240
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	25	3	44,240
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	30	9	77,040
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 4)	25	8	44,240

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	25	11	44,240
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	40	9	77,040
	Creative Industries	Bachelor of Arts (Honours) in Product Design	25	8	77,040
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	12	44,240
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	25	9	44,240
Total			3 195	2 401	

Note 1: The programme is selected for the Education Bureau (EDB)'s Pilot Project on the Development of Applied Degree Programmes. The number of intake was increased from 400 to 520 upon approval by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and Nursing Council of Hong Kong in the 1st quarter of 2022.

Note 2: Chu Hai College of Higher Education was retitled Hong Kong Chu Hai College on 4 January 2023.

Note 3: The programme is selected for EDB's Pilot Project on the Development of Applied Degree Programmes and renamed from Bachelor of Engineering with Honours in Testing and Certification to Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification in the 2022/23 academic year.

Note 4: The programme is selected for EDB's Pilot Project on the Development of Applied Degree Programmes.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2023/24 academic year)
Designated undergraduate programmes, number of subsidised places and
annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Caritas Institute of Higher Education	Computer Science	Bachelor of Arts (Honours) in Translation Technology	10	44,950
	Computer Science	Bachelor of Arts (Honours) in Translation Technology - Year 2 Entry	5	44,950
	Computer Science	Bachelor of Arts (Honours) in Translation Technology - Year 3 Entry	4	44,950
	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence	20	44,950
	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence - Year 2 Entry	10	44,950
	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence - Year 3 Entry	5	44,950
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	20	44,950
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology - Year 2 Entry	5	44,950
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology - Year 3 Entry	2	44,950
	Health Care	Bachelor of Nursing (Honours) (Note 1)	520	78,280
	Health Care	Bachelor of Science (Honours) in Physiotherapy	60	78,280
Hong Kong Chu Hai College (Note 2)	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	44,950
	Architecture and Engineering	Bachelor of Science (Honours) in Architecture - Year 2 Entry	25	44,950
	Architecture and Engineering	Bachelor of Science (Honours) in Architecture - Year 3 Entry	20	44,950
Hong Kong Metropolitan University	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	25	78,280
	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development - Year 2 Entry	8	78,280
	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development - Year 3 Entry	10	78,280
	Architecture and Engineering	Bachelor of Engineering with Honours in Civil Engineering (Note 3)	40	78,280
	Architecture and Engineering	Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry	8	78,280

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
	Architecture and Engineering	Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry	10	78,280
	Computer Science	Bachelor of Science with Honours in Computer Science	40	44,950
	Computer Science	Bachelor of Science with Honours in Computer Science - Year 2 Entry	10	44,950
	Computer Science	Bachelor of Science with Honours in Computer Science - Year 3 Entry	45	44,950
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	44,950
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence - Year 3 Entry	15	44,950
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	60	44,950
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts - Year 2 Entry	22	44,950
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts - Year 3 Entry	13	44,950
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	78,280
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects - Year 2 Entry	25	78,280
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects - Year 3 Entry	5	78,280
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	60	78,280
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art - Year 2 Entry	27	78,280
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art - Year 3 Entry	15	78,280
	Financial Technology	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 4)	30	44,950
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry	2	44,950
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry	8	44,950
	Health Care	Bachelor of Nursing with Honours in General Health Care	385	78,280
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	78,280

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
	Health Care	Bachelor of Science with Honours in Medical Laboratory Science	60	78,280
	Health Care	Bachelor of Science with Honours in Physiotherapy	50	78,280
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management (Note 5)	40	44,950
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management - Year 2 Entry	2	44,950
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management - Year 3 Entry	15	44,950
	Sports and Recreation	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 6)	40	44,950
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours - Year 2 Entry	4	44,950
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours - Year 3 Entry	90	44,950
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 1)	50	78,280
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification - Year 2 Entry (Note 1)	5	78,280
	Testing and Certification	Bachelor of Science with Honours in Analytical Testing Science (Note 7)	30	78,280
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry	4	78,280
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification - Year 3 Entry	20	78,280
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	55	78,280
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science - Year 2 Entry	5	78,280
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science - Year 3 Entry	30	78,280
	Tourism and Hospitality	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 8)	60	44,950
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry	2	44,950
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry	60	44,950

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Hong Kong Shue Yan University	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	30	44,950
	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology - Year 2 Entry	12	44,950
	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology - Year 3 Entry	7	44,950
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing	60	44,950
	Computer Science	Bachelor of Science (Honours) in Applied Computing - Year 3 Entry (Note 9)	30	44,950
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	40	78,280
	Creative Industries	Bachelor of Arts (Honours) in Art and Design - Year 2 Entry	5	78,280
	Creative Industries	Bachelor of Arts (Honours) in Art and Design - Year 3 Entry	5	78,280
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	44,950
	Financial Technology	Bachelor of Management Science and Information Management (Honours) - Year 3 Entry	25	44,950
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	44,950
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence - Year 3 Entry	30	44,950
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	44,950
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance - Year 2 Entry	5	44,950
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance - Year 3 Entry	10	44,950
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	44,950
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management - Year 3 Entry	60	44,950
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	400 (Note 10)	78,280
	Health Care	Bachelor of Health Science (Honours) in Nursing - Year 3 Entry	130 (Note 10)	78,280
	Health Care	Bachelor of Science (Honours) in Applied Gerontology (Note 1)	50	44,950
	Health Care	Bachelor of Science (Honours) in Applied Gerontology - Year 3 Entry (Note 1)	50	44,950
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	78,280

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	60	78,280
	Health Care	Bachelor of Science (Honours) in Physiotherapy	60 (Note 10)	78,280
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	20	78,280
UOW College Hong Kong	Logistics / Tourism and Hospitality	Bachelor of Aviation (Honours) in Operations and Management	20	44,950
	Logistics / Tourism and Hospitality	Bachelor of Aviation (Honours) in Operations and Management - Year 3 Entry	11	44,950
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	20	44,950
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture - Year 3 Entry	23	44,950
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering	25	78,280
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering - Year 3 Entry	100	78,280
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	40	78,280
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering - Year 3 Entry	70	78,280
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 1)	25	44,950
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management - Year 2 Entry (Note 1)	5	44,950
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management - Year 3 Entry (Note 1)	22	44,950
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	40	44,950
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying - Year 3 Entry	30	44,950
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	40	78,280
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design - Year 3 Entry	24	78,280
	Creative Industries	Bachelor of Arts (Honours) in Product Design	20	78,280
	Creative Industries	Bachelor of Arts (Honours) in Product Design - Year 3 Entry	15	78,280
Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	44,950	

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management - Year 3 Entry	90	44,950
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	20	44,950
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management - Year 3 Entry	15	44,950
Total			4 575	

Note 1: The programme is selected for the Education Bureau (EDB)'s Pilot Project on the Development of Applied Degree Programmes.

Note 2: Chu Hai College of Higher Education was retitled Hong Kong Chu Hai College on 4 January 2023.

Note 3: The programme will be renamed from Bachelor of Engineering with Honours in Civil and Environmental Engineering to Bachelor of Engineering with Honours in Civil Engineering in the 2023/24 academic year.

Note 4: The programme will be renamed from Bachelor of Business Administration with Honours in Financial Technology and Innovation to Bachelor of Business Administration with Honours in Finance and Financial Technology in the 2023/24 academic year.

Note 5: The programme will be renamed in Chinese only in the 2023/24 academic year.

Note 6: The programme will be renamed from Bachelor of Sports and Recreation Management with Honours to Bachelor of Business Administration with Honours in Sports and Recreation Management in the 2023/24 academic year.

Note 7: The programme will be renamed from Bachelor of Science with Honours in Testing Science and Certification to Bachelor of Science with Honours in Analytical Testing Science in the 2023/24 academic year.

Note 8: The programme will be renamed from Bachelor of International Hospitality and Attractions Management with Honours to Bachelor of Business Administration with Honours in International Hospitality and Attractions Management in the 2023/24 academic year.

Note 9: The programme will be renamed from Bachelor of Arts (Honours) in Applied and Human-Centred Computing - Year 3 Entry to Bachelor of Science (Honours) in Applied Computing - Year 3 Entry in the 2023/24 academic year.

Note 10: The number of intake is subject to the accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and/or the approval by the relevant professional body.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2021/22 academic year)
Designated sub-degree programmes, number of subsidised places,
actual intakes and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	80	26	38,400
	Health Care	Higher Diploma in Health Care	120	113	38,400
	Health Care	Higher Diploma in Pharmaceutical Dispensing	100	96	38,400
	Tourism and Hospitality	Higher Diploma in Hospitality Management	80	5	22,050
Caritas Institute of Higher Education	Health Care	Higher Diploma in Enrolled Nursing (General)	50	50	38,400
HKCT Institute of Higher Education	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management (Note 1)	80	24	22,050
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	25	38,400
	Health Care	Higher Diploma in Health and Social Care	30	28	38,400
	Health Care	Higher Diploma in Medical and Health Products Management	120	98	38,400
	Health Care	Higher Diploma in Nutrition and Food Management	160	89	38,400
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	119	22,050
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	184	22,050
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	62	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	54	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	100	74	22,050
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	29	22,050
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	38,400
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary/ Hospitality / Tourism and Event Management)	160	19	22,050

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	20	17	38,400
	Creative Industries	Higher Diploma in Digital Fashion Creation	15	8	38,400
	Creative Industries	Higher Diploma in Interior Design	30	28	38,400
	Creative Industries	Higher Diploma in Popular Music and Music Production (Note 2)	30	0 (Note 2)	38,400
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	63	63	38,400
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	38,400
	Health Care	Higher Diploma in Health Care	330	374	38,400
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	13	22,050
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	21	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	13	22,050
Tung Wah College	Health Care	Higher Diploma in Health Science	50	21	38,400
	Health Care	Higher Diploma in Nursing	150	155	38,400
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	6	22,050
Total			2 546	1 913	

Note 1: The programme has been operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology since the 2021/22 academic year.

Note 2: The institution indicated in August 2021 that the programme ceased to operate in the 2021/22 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2022/23 academic year)
Designated sub-degree programmes, number of subsidised places,
actual intakes and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	80	28	38,520
	Creative Industries	Higher Diploma in Film and Media Production	30	29	38,520
	Health Care	Higher Diploma in Health Care	120	149	38,520
	Health Care	Higher Diploma in Pharmaceutical Dispensing	100	111	38,520
	Tourism and Hospitality	Higher Diploma in Hospitality Management	50	12	22,120
Caritas Institute of Higher Education	Health Care	Higher Diploma in Enrolled Nursing (General)	50	50	38,520
HKCT Institute of Higher Education	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	22	22,120
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	40	13	38,520
	Health Care	Higher Diploma in Health and Social Care	50	44	38,520
	Health Care	Higher Diploma in Medical and Health Products Management	120	106	38,520
	Health Care	Higher Diploma in Nutrition and Food Management	160	81	38,520
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	110	22,120
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	155	22,120
	Tourism and Hospitality	Higher Diploma in Hotel Management	90	57	22,120
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	90	37	22,120
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	90	64	22,120
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	22,120
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	28	38,520

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	120	18	22,120
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	20	26	38,520
	Creative Industries	Higher Diploma in Digital Fashion Creation	15	11	38,520
	Creative Industries	Higher Diploma in Interior Design	30	21	38,520
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	63	61	38,520
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	38,520
	Health Care	Higher Diploma in Health Care	360	354	38,520
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	0 (Note)	22,120
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	29	22,120
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	0 (Note)	22,120
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	25	19	22,120
Tung Wah College	Health Care	Higher Diploma in Health Science	50	48	38,520
	Health Care	Higher Diploma in Nursing	150	153	38,520
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	25	2	22,120
Total			2 501	1 918	

Note : The institution indicated in August 2022 that the programme ceased to operate in the 2022/23 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2023/24 academic year)
Designated sub-degree programmes, number of subsidised places and
annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	60	39,140
	Creative Industries	Higher Diploma in Film and Media Production	30	39,140
	Health Care	Higher Diploma in Health Care	160	39,140
	Health Care	Higher Diploma in Pharmaceutical Dispensing	120	39,140
	Tourism and Hospitality	Higher Diploma in Hospitality Management	50	22,480
Caritas Institute of Higher Education	Health Care	Higher Diploma in Enrolled Nursing (General)	35	39,140
HKCT Institute of Higher Education	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	60	22,480
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	39,140
	Health Care	Higher Diploma in Health and Social Care	50	39,140
	Health Care	Higher Diploma in Medical and Health Products Management	120	39,140
	Health Care	Higher Diploma in Nutrition and Food Management	120	39,140
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	22,480
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	22,480
	Tourism and Hospitality	Higher Diploma in Hotel Management	90	22,480
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	90	22,480
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	90	22,480
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	22,480
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	39,140
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) (Note)	120	22,480

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	39,140
	Creative Industries	Higher Diploma in Digital Fashion Creation	15	39,140
	Creative Industries	Higher Diploma in Interior Design	30	39,140
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	53	39,140
	Health Care	Higher Diploma in Health Care	370	39,140
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	22,480
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	22,480
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	25	22,480
Tung Wah College	Health Care	Higher Diploma in Health Science	50	39,140
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	20	22,480
Total			2 238	

Note: The programme will be renamed from Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality) in the 2023/24 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 1838)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Kindergarten Education Scheme (the Scheme), please advise this Committee of the following –

- (1) the respective numbers and percentage of kindergarten (KG) teachers with a Bachelor's Degree in Early Childhood Education qualification under the Scheme in the past three years;
- (2) the percentage of classes with a teacher-to-pupil ratio of 1:11 under the Scheme in the past three years; and
- (3) given that the annual wastage rates of KG teachers in recent years have been over 10%, which is said to be related to the failure to introduce a salary scale for KG teachers in earlier years, resulting in a disproportion between their remuneration and workload, has the bureau considered relaunching the study on the salary scale for KG teachers? Are there any other means to reduce KG teacher wastage rate to ensure that the quality of pre-primary education will not be thus affected?

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 32)

Reply:

(1)

From the 2020/21 to 2022/23 school years, among teachers serving at kindergartens (KGs) under the KG Education Scheme (the Scheme) (Scheme-KGs), the number of those holding a Certificate in Early Childhood Education (C(ECE)) or above qualification and those holding a Bachelor's Degree in Early Childhood Education, as well as their percentage shares are tabulated below –

	School year (Note 1)		
	2020/21	2021/22	2022/23 (provisional figures)
No. (%) of teachers holding a Certificate in Early Childhood Education or above qualification	10 595 (97.5%)	10 115 (97.6%)	9 332 (97.8%)
No. (%) of teachers holding a Bachelor's Degree in Early Childhood Education (Note 2)	6 238 (57.4%)	6 271 (60.5%)	6 028 (63.2%)

(2)

Since implementation of the Scheme in the 2017/18 school year, the basic requirement of the overall teacher-to-pupil ratio (TP ratio) in Scheme-KGs has been enhanced from 1:15 (including the principal) to 1:11 (not including the principal), which allows KG teachers to have more capacity for various professional activities. As the TP ratio is calculated based on the overall number of teachers in school, KGs may arrange learning and teaching activities flexibly according to school-based needs. In case that Scheme-KGs fail to fulfill the above basic requirement, we would follow it up to ensure that Scheme-KGs have employed the required number of teachers according to the requirement. As KGs will arrange learning activities of different modes according to children's development needs, we do not require schools to provide the number of teachers with a breakdown by classes.

(3)

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. In August 2021, the Education Bureau completed a review on the Scheme, which covered the feasibility of introducing a salary scale for KG teachers. As KGs' mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include teachers concurrently holding a Post-graduate Diploma in Education (Early Childhood Education).

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 1839)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has been providing schools with the Learning Support Grant (LSG) as additional resources to help them cater for students with special educational needs (SEN) and promote an inclusive school culture. In this connection, will the Government advise this Committee of the following –

- (1) How many primary and secondary schools received LSG in each of the past 3 years respectively?
- (2) What were the total numbers of primary and secondary students included in the calculation of students with SEN and academically low achievers (applicable to primary schools) in each of the past 3 years respectively?
- (3) What were the total numbers of school teachers created in primary and secondary schools from conversion/provision of additional teaching posts titled Special Educational Needs Support Teacher in the past 3 years respectively?
- (4) Given that the number of students with SEN has been on the rise in recent years, there is an increasing number of cases in need of assistance. Will the Administration improve the calculation of LSG and provide regular schools with additional therapeutic and training resources so as to ensure that students with SEN are provided with the necessary support in schools?

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 33)

Reply:

(1) to (4)

To help public sector ordinary schools cater for students with special educational needs (SEN), on top of the regular subvention, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. The Learning Support Grant (LSG) is a major additional resource. The provision of LSG is calculated

based on the number of students with SEN and academically low achievers (applicable to primary schools) and the tier of support they require in each school year. Starting from the 2019/20 school year, EDB has enhanced LSG which has been extended to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the Integrated Education (IE) Programme, and the LSG grant rate for tier-3 support has been increased multifold. Schools adopt the 3-Tier Intervention Model under the Whole School Approach to support students according to their needs. Tier-1 support refers to early catering for all students with diverse learning and adjustment needs through quality teaching in regular classrooms; Tier-2 support refers to additional support (such as small group learning and after-school remedial programmes) for students with persistent learning or adjustment difficulties; Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing up of Individual Education Plans. Since Tier-1 support is provided through classroom teaching to all students in need, schools are not required to provide information of the students concerned to EDB. The respective numbers of students with SEN requiring Tier-2 and Tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 to 2021/22 school years are tabulated below –

Tier of support required by students	No. of students					
	2019/20		2020/21		2021/22	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Tier-2 support	27 959	21 502	28 609	23 033	30 028	24 377
Tier-3 support	2 094	1 552	2 252	1 671	2 324	1 836

To enhance the support for schools with a comparatively large number of students with SEN, schools with the total amount of LSG reaches the specific thresholds (the amounts for the 3 thresholds are around \$0.6 million, \$1.6 million and \$2.2 million respectively) will have additional regular teaching post(s) titled Special Educational Needs Support Teacher converted/provided on account of the LSG. The numbers of public sector ordinary primary and secondary schools receiving LSG from the 2019/20 to 2021/22 school years are tabulated below –

	No. of schools		
	2019/20	2020/21	2021/22
Primary school	455	455	456
Secondary school	389	389	389

The numbers of additional regular teaching posts created in public sector ordinary primary and secondary schools under the above enhanced LSG measures from the 2019/20 to 2021/22 school years are tabulated below –

	No. of teaching posts		
	2019/20	2020/21	2021/22
Primary school	627	741	791
Secondary school	345	398	434

In recent years, the Government has continued to allocate additional resources to promote IE in public sector ordinary schools. The estimated expenditure for providing additional support and services for students with SEN in the 2023-24 financial year is about \$3.8 billion,

which represents an increase of 41% compared with \$2.7 billion in the 2019-20 financial year. Starting from the 2019/20 school year, EDB has implemented a series of enhanced measures on IE, allowing schools to have a stable teaching force, resources for flexible deployment and more comprehensive professional support to further enhance the effectiveness of IE. Apart from the aforementioned enhancement on LSG and provision of additional regular teaching posts, the enhanced measures include the following:

- (a) upgrading the post of Special Educational Needs Coordinator to a promotion rank in public sector ordinary schools with a comparatively large number of students with SEN;
- (b) extending the Enhanced School-based Educational Psychology Service;
- (c) creating school-based speech therapist posts to implement the Enhanced School-based Speech Therapy Service;
- (d) providing the Grant for Supporting Non-Chinese Speaking Students with SEN; and
- (e) implementing the Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder (ASD) starting from the 2020/21 school year, launching the Strength-based Programme under the Project in the 2021/22 school year and expanding the course themes of the Programme in the 2022/23 school year, with a view to further helping senior secondary students with ASD studying in ordinary schools unleash their potential and strengthen life planning.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 1840)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Special Education Resource Centre in Kowloon Tong Education Services Centre is operated by the Education Bureau to provide library materials lending services including multimedia equipment and reference books related to special education. In this connection, will the Government advise this Committee –

1. of the total operating costs incurred by the Special Education Resource Centre in each of the past 3 years;
2. of the respective numbers of member and visitor of the Special Education Resource Centre in each of the past 3 years;
3. of the total number of records on the use of library materials lending services of the Special Education Resource Centre in the past 3 years; and
4. whether consideration will be given to relaxing the current membership requirement limited to full-time staff of kindergartens, primary, secondary and special schools by allowing more people, such as parents of children with special educational needs, to become members of the Special Education Resource Centre so that resources of the Centre can be fully utilised?

Asked by: Hon CHAN Hoi-yam (LegCo internal reference no.: 34)

Reply:

(1) to (4)

The Education Bureau (EDB) set up the Special Education Resource Centre (SERC) in September 2000 to co-ordinate the resources required by special education teachers and facilitate their production of remedial teaching materials with the facilities in the centre. With the technological development and changes in habits of information collection, it is

easier for teachers to obtain information on special education from the Internet and to make use of equipment like computers to produce teaching materials. Therefore, the number of visitors of SERC for information collection and access of facilities have continued to decline, resulting in a low utilisation rate of SERC.

In consultation with different stakeholders, EDB closed SERC in August 2021, and launched a one-stop information website, “SENSE” (website: sense.edb.gov.hk), in September 2021 to facilitate easy access by teachers, parents and the public to the latest information and online resources on integrated education and special education for supporting students with special educational needs (SEN). The content of the “SENSE” website is comprehensive, covering topics on “Integrated Education”, “Special Education”, “Professional Support”, “Professional Development of Teachers” and “Types of Special Educational Needs”, to provide reference for teachers, parents and the public to foster the healthy growth of students with SEN and to develop their potential.

- End -

CONTROLLING OFFICER'S REPLY

EDB013

(Question Serial No. 1846)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In recent years, with the decline in the number of school-age students and changes in the proportion of school-age students in individual districts, the Government has proposed to merge or reprovise schools so that schools with under-enrolment may not need to cease operation. In this connection, will the Government advise this Committee –

1. of the respective numbers of kindergartens, primary schools and secondary schools newly established or ceased operation in each of the past 3 years (with a breakdown by District Council district);
2. of the respective numbers of primary schools and secondary schools merged or reprovise in each of the past 10 years; and
3. whether the Administration will provide financial assistance to government schools or aided schools which will be merged or reprovise? If yes, of the details.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 31)

Reply:

1. All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters. The number of newly registered KGs and KGs that ceased operation in the 2020/21 to 2022/23 school years by district is set out at Annex.

As for public sector ordinary schools, no new secondary schools were established between the 2020/21 and 2022/23 school years. The number of newly established primary schools, as well as primary and secondary schools that ceased operation is tabulated as follows –

	2020/21 school year	2021/22 school year	2022/23 school year (Note)
Newly established primary school	0	North District: 2	0
Primary school that ceased operation	0	Eastern District: 1	0
Secondary school that ceased operation	0	0	Islands District: 1

Note: Figures for the 2022/23 school year reflect the situation as at February 2023.

- There were 2 merger cases of public sector ordinary schools between the 2013/14 and 2022/23 school years, including one secondary school and one primary school which completed merger in the 2014/15 school year and 2015/16 school year respectively; schools undergoing a merger are excluded.

As for school reprovisioning, the Education Bureau (EDB) had reprovisioned 13 public sector ordinary schools between the 2013/14 and 2022/23 school years to improve their learning and teaching environment, details of which are tabulated as follows–

School year	No. of public sector ordinary schools reprovisioned within the school year	
	Primary schools	Secondary schools
2013/14	1	0
2014/15	0	0
2015/16	2	0
2016/17	1	0
2017/18	2	0
2018/19	2	1
2019/20	1	0
2020/21	2	0
2021/22	0	1
2022/23 (Note)	0	0
Total	11	2

Note: Figures for the 2022/23 school year reflect the situation as at February 2023.

- EDB, being the school sponsoring body (SSB) of government schools, has taken the lead in reviewing the sustainable development of government schools and adopting measures in a decisive manner to consolidate resources in a multi-pronged approach. For instance, EDB may merge or reprovision schools in districts with a relatively sizeable surplus of school places to districts with greater demand for school places or New Development Areas which are expected to have a greater demand for school places in the future. This is to provide students with a more conducive teaching and learning environment, and rich learning experiences to enhance synergy and improve the quality of learning and teaching. The expenditure on the merger or reprovisioning of government schools is funded by the Government.

EDB has been keeping close communication with the education sector to encourage and support SSBs in considering feasible consolidation plans based on the overall interest of society, having regard to the district situation and school context. EDB will discuss with SSBs and schools the specific plans and arrangements for individual schools and provide support as appropriate in the light of actual circumstances. As for reprovisioning of schools, EDB will give priority to reprovisioning quality schools instead of building new ones when processing applications under the school allocation mechanism. The Government will seek funding from the Legislative Council to cover the construction costs of reprovisioning public sector schools.

**Number of newly registered KGs and KGs that ceased operation
in the 2020/21 to 2022/23 school years by district**

District	Newly registered KGs			KGs that ceased operation		
	2020/21 School year	2021/22 School year	2022/23 School year (Note 1)	2020/21 School year (Note 2)	2021/22 School year (Note 3)	2022/23 School year (Note 1)
Central & Western	0	0	0	1	1	0
Wan Chai	1	0	0	0	0	0
Eastern	0	0	0	0	8	0
Southern	1	0	0	1	2	1
Sham Shui Po	1	1	0	0	0	0
Yau Tsim Mong	2	0	0	0	1	0
Kowloon City	1	1	0	2	1	1
Wong Tai Sin	0	0	0	2	0	1
Kwun Tong	0	0	0	0	0	1
Tsuen Wan	0	1	0	2	0	0
Tuen Mun	2	0	0	2	2	0
Yuen Long	0	0	0	0	1	0
North	0	1	0	1	1	0
Tai Po	1	0	1	1	2	0
Sha Tin	1	0	0	0	1	1
Sai Kung	2	1	0	2	0	0
Islands	0	0	0	0	0	0
Kwai Tsing	0	0	0	1	1	0
All districts	12	5	1	15	21	5

Notes:

1. Figures for the 2022/23 school year reflect the situation as at February 2023.
2. Figures include 5 KGs merging with other KGs.
3. Figures include 3 KGs merging with other KGs.

- End -

CONTROLLING OFFICER'S REPLY

EDB014

(Question Serial No. 2610)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the School-based Educational Psychology Service (SBEPS), please advise this Committee of –

- (1) the respective numbers of public sector primary and secondary schools receiving SBEPS in the past 3 school years;
- (2) the number of educational psychologists, the ratio of educational psychologists to students, and the expenditure involved in the provision of SBEPS in the past 3 school years; and
- (3) the details of SBEPS provided for schools, and the estimated expenditure involved for the coming year.

Asked by: Hon CHAN Kapui, Judy (LegCo internal reference no.: 30)

Reply:

(1)

Since the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). The number of public sector primary and secondary schools receiving SBEPS from the 2020/21 to 2022/23 school years are tabulated as follows –

School year	2020/21	2021/22	2022/23
Primary school	455	456	456
Secondary school	389	389	388

(2) and (3)

SBEPS is provided by the educational psychologists (EPs) employed by the Education Bureau (EDB) and school-sponsoring bodies (SSBs). EDB will create new EP posts for SSBs and provide the base schools employing EPs with the SBEPS Grant on a recurrent basis for related expenditures including the hiring of professional supervision for EPs, administrative support and general expenses. EPs adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. From the 2016/17 school year onwards, EDB has implemented progressively the Enhanced SBEPS for public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs. EDB will continue to increase the number of schools receiving the Enhanced SBEPS to meet the needs of more schools. As EPs are deployed by EDB and SSBs on the basis of the number of schools while the number of students served is not the major consideration for deployment, we do not have figures on the EP to student ratio.

The EP establishments on SBEPS (including the Enhanced SBEPS) and the total expenditure involved from the 2020/21 to 2023/24 school years are tabulated as follows –

School year	2020/21	2021/22	2022/23 (Revised estimate)	2023/24 (Estimate)
EP establishments	161	181	186	200
Expenditure (\$ million)	170	176	233	251

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 2750)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Administration's plan to step up the promotion of Science, Technology, Engineering, the Arts and Mathematics (STEAM) education in secondary and primary schools, please advise this Committee of the following –

- (1) the manpower and expenditure involved in promoting STEAM education and the results achieved in the past 3 years;
- (2) the professional development training programmes offered to STEAM co-ordinators and teachers, the results achieved and the expenditure involved in the past 3 years;
- (3) the specific measures, manpower and expenditure involved in injecting \$600 million into the Gifted Education Fund to enhance the support for the Hong Kong Academy for Gifted Education and to offer more off-school educational services for gifted students in targeted fields, such as STEAM, through training, activities and competitions at the local, national and international levels;
- (4) the average annual amount of funding granted to successful applicants of the Gifted Education Fund in the past 3 years; whether a ceiling was set on the administration cost for each successful application; if yes, of the ceiling amount; if no, of the reasons;
- (5) the specific measures, manpower and expenditure involved in continuing to strengthen and deliver an inspiring STEAM education within the Vocational Training Council and across the local community in response to the government policy to promote STEAM education and to enhance the development of Hong Kong;
- (6) the number of STEAM teachers employed for aided primary schools to date under the pilot scheme launched in the previous year in relation to employment of STEAM teachers for aided primary schools, and the manpower and expenditure involved; and

- (7) the number of schools applying for joining the Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level” launched in the current school year, the respective numbers of schools joining as “Core Schools” and “Network Schools”, and the manpower and expenditure involved.

Asked by: Hon CHAN Kapui, Judy (LegCo internal reference no.: 37)

Reply:

(1) and (2)

Over the past years, the Education Bureau (EDB) implemented a series of support measures to promote STEM/STEAM (Science, Technology, Engineering and Mathematics/ Science, Technology, Engineering, the Arts and Mathematics) education, which include renewing curriculum, enhancing professional development of teachers as well as providing resources support, with a view to stepping up the promotion of STEM/STEAM education in primary and secondary schools. Currently, schools have been taking forward STEM/STEAM education in a steady manner. In general, teachers implement STEM/STEAM education through learning activities across subjects, such as project learning, thematic learning, as well as designs and inventions. Teachers have also included more “hands-on and minds-on” learning activities in lessons, incorporating STEM/STEAM education into the learning and teaching of different key learning areas. Many schools have taken a further step to infuse learning elements of different key learning areas, including arts elements, according to school contexts. Students are guided to apply the knowledge learnt in science, technology and mathematics lessons to design technology products, such as gerontechnology deliverables for the elderly, with improved product design and appearance, so as to develop students’ creative thinking and therefore enhanced their learning interests and motivation towards learning activities of science and innovation and technology (I&T).

As for the professional development training for teachers, following the first round of Intensive Training Programme (ITP) on STEM education organised for primary and secondary school leaders and training on coding education at primary level in the 2019/20 school year, EDB has organised a new round of ITP for STEM co-ordinators and frontline teachers in primary and secondary schools starting from the 2020/21 school year. The programme covers curriculum planning, pedagogical design and the use of the relevant learning, teaching and assessment strategies in relation to STEM education. As at February 2023, around 4 000 co-ordinators and teachers in primary and secondary schools participated in the programme and the responses from schools were positive. From end 2022 to the first quarter of 2023, EDB has collaborated with Cyberport to launch a brand new Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools. The programme covers a variety of I&T topics, such as AI robotics, green technology, gerontechnology and financial technology, to facilitate co-ordinators’ mastery of strategising the application of I&T in learning and teaching, and the effective planning of STEAM learning activities within and beyond the classroom. 600 training places were offered in this new series of training programme and the responses from participating teachers were very positive. The next phase of training programme on coding education has already started in the 2019/20 school year, which mainly focuses on strengthening the integration of coding education into the learning and teaching of different subjects and STEAM-related project learning at the primary level. As at February 2023, around 3 600 primary teachers

participated in the training and they gave positive responses. We will continue to review the contents of STEAM-related training programmes and provide sufficient training places for STEAM co-ordinators and teachers, so as to further enhance the professional capacity of schools' leadership and implementation of STEAM education.

The manpower and expenditure involved in the promotion of STEAM education in primary and secondary schools (including special schools), encompassing curriculum renewal and professional training for teachers, are subsumed under the overall expenditure of EDB, and a breakdown of the manpower and expenditure is therefore not available.

(3)

EDB proposed to inject an additional \$600 million into the Gifted Education Fund in 2023-24 for additional investment returns to strengthen the support for gifted education in Hong Kong and nurture talents. With the funding injection, it is expected that more gifted education service providers (including tertiary institutions) will be encouraged to provide more quality Off-school Advanced Learning Programmes to gifted students, especially in STEAM-related areas, so that more students with potential will be provided with advanced learning opportunities to showcase their talents to the full. EDB will also step up efforts in supporting the Hong Kong Academy for Gifted Education (the Academy) to provide more and wider student activities for the gifted, including collaboration with various organisations to organise, train or send representatives to participate in more territory-wide/cross-territory/national/international science-and-I&T-related competitions and activities, so that gifted students will have more opportunities to showcase their talents. For those exceptionally gifted, more quality and challenging advanced programmes specific to STEAM-related areas will also be provided for them. In addition, the Academy will strengthen the support services provided for teachers and parents (including organising seminars and workshops) and expand its collaboration with schools so as to support teachers in identifying and nurturing gifted students.

Regarding the manpower and expenditure involved, EDB will follow up with the Academy in accordance with the established mechanism. The Academy will also consult the Advisory Committee on Gifted Education on the proposed arrangements.

(4)

The average amount of funding granted to each Off-school Advanced Learning Programme under the Gifted Education Fund in the past three school years (2020/21 to 2022/23 school years) is tabulated as follows –

2020/21 school year	2021/22 school year	2022/23 school year
\$857,687	\$932,002	\$997,096

According to the application mechanism of the Off-school Advanced Learning Programmes funded by the Gifted Education Fund, post-secondary institutions funded by the University Grants Committee may include the administrative cost for programme implementation in their budget plans, detailing their justifications and a cost breakdown for consideration by the Advisory Committee on Gifted Education. Depending on the nature of the courses, the relevant charges should, in general, not exceed 20% of the total programme expenditure (excluding contingencies).

(5)

As for Programme (7) Post-secondary, Vocational and Professional Education, the Vocational Training Council (VTC) will, in pursuance of the government policy, continue to deliver an inspiring STEAM education to promote STEAM education and to foster the development of Hong Kong.

To provide VTC students with industry-related I&T knowledge, the VTC set up the STEM Education Centre in 2017 and the Smart City Innovation Centre in 2021. Through an issue-based Smart City related Information Technology (IT) solutions or cross-disciplinary collaboration, students are provided with a cross-disciplinary learning platform that integrates the latest I&T knowledge into teaching so as to cultivate future I&T talent. Specifically, teaching and learning of I&T related subjects are strengthened through various kinds of technology applications and advanced education facilities. For instance, making use of virtual reality (VR) and augmented reality (AR) technologies to provide students with simulated workplace training. These technologies are also applied in the teaching and learning of different programmes such as elevator maintenance, airport facility operation, aircraft maintenance, automotive engineering and arboriculture, with a view to enhancing the effectiveness of teaching and learning through I&T and innovative pedagogies. The centres also organise different workshops and major competitions to arouse the interest of primary and secondary students in I&T related subjects and nurture younger generations' interest in learning I&T related subjects.

In addition, the VTC has all along been providing diversified programmes through the Hong Kong Design Institute. For instance, the Higher Diploma in Arts Technology is introduced in the 2022/23 academic year to actively promote the development of Arts. The VTC will continue to foster cross-disciplinary collaboration in the future.

Since the above work is part of the regular work of the VTC and the expenditure involved is subsumed under the overall expenditure, a breakdown is not available.

(6)

From the 2022/23 to 2024/25 school years, EDB will provide flexibility for employment of teachers having expertise in STEAM-related subjects to fill Assistant Primary School Master/Mistress (APSM) vacancies in the staff establishment in aided primary schools (including special schools with a primary section) as STEAM teacher on a pilot basis with a view to facilitating schools in the implementation and promotion of STEAM education. Government primary schools may make reference to the arrangement in aided schools to employ STEAM teacher as temporary teacher to fill their APSM vacancies. As at the end of February 2023, a total of 20 STEAM teachers have been employed by aided primary schools. The salary scale of STEAM teachers is based on reference from the current pay scale of APSM, i.e. Master Pay Scale Point 15 to 29. The actual salary point will be subject to the academic qualifications and teaching experience of the teachers concerned. EDB will remunerate the teachers concerned through the Salaries Grant provided to schools.

(7)

EDB has launched the Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level” (Pilot Scheme) in the 2022/23 school year, to conduct trial teaching on the enriched learning contents of science and technology in primary General Studies, and share schools’ learning and teaching strategies. In the current school year, a total of 140 primary schools have applied for participating in the Pilot Scheme, with 20 and 120 schools selected as “Core Schools” and “Network Schools” respectively.

Since the manpower and expenditure involved in the Pilot Scheme are subsumed under the overall expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB016

(Question Serial No. 0408)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Budget proposed to further promote vocational and professional education and training (VPET) by, inter alia, launching a two-year pilot project enabling secondary students to have an early exposure to VPET, launching the Diploma of Applied Education Programme on a regular basis in place of the existing Diploma Yi Jin Programme and continuing to review the implementation of the Pilot Project on the Development of Applied Degree Programmes. In this connection, will the Government advise this Committee of –

- (1) the details of the Pilot VPET Diploma, the number of participating students and the estimated expenditure;
- (2) the current progress of the Pilot Project on the Development of Applied Degree Programmes and the new programmes planned;
- (3) whether the Vocational Training Council has any plans to further promote VPET in the future; and
- (4) whether the Education Bureau has evaluated the effectiveness of the Business-School Partnership Programme (BSPP) and what is different about the new BSPP 2.0?

Asked by: Hon CHAN Kin-por (LegCo internal reference no.: 16)

Reply:

- (1) Starting from 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualification Framework (QF) Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. Subject areas such as information technology and design are planned to be covered. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- (2) EDB launched the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020. The first round covers four applied degree programmes launched in the 2022/23 academic year, in four disciplines, namely nursing; testing and certification; horticulture, arboriculture and landscape management; and gerontology. A funding of about \$10 million has been earmarked for the first round of the Pilot Project. The Government announced the launch of the second round of the Pilot Project on 7 March 2023, and has invited institutions offering self-financing degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors to submit proposals. We will select programmes with stronger industry elements in an industry with keen manpower demand, and suitably accord priority to industries which are not covered by the existing four applied degree programmes. Programmes will be launched in the 2024/25 academic year at the earliest.
- (3) To further promote VPET, VTC has formulated strategic initiatives which include enhancing the promotion of VPET at secondary school level. In addition to the Pilot Project mentioned in part (1) above, Life Planning Education (LPE) will serve as entry point of the initiatives for reaching out to secondary schools. VTC will further enhance its collaboration with EDB and industries to develop a range of activities that cover different sectors, targeting junior and senior secondary students, teachers and parents to support secondary students in life planning, and give them an understanding of the characteristics and advantages of VPET. By making use of the platform of the Business-School Partnership Programme (BSPP) 2.0 and district development networks established by EDB under LPE, the initiatives will reach out to secondary students in a more extensive and effective manner. Meanwhile, VTC is exploring dynamic and interesting means of publicity, such as using a mobile publicity vehicle, for launching promotional activities on campus. A wide range of ApL courses will also be offered to deepen the understanding of VPET among senior secondary students.

Furthermore, VTC will bring the learning outcomes of students to the community and give them more opportunities to serve the society. Through community participation and collaboration with non-governmental organisations, it will showcase the contribution of practical, skill-based VPET to society, and further promote the public's knowledge and recognition of VPET.

- (4) EDB commissioned The Education University of Hong Kong in 2017 to conduct a review on the effectiveness of LPE, the implementation of LPE policy, and the benefits of BSPP on students. The review, which was completed in 2019, showed that BSPP has received much support from schools and business partners. It is valued by schools as one of the important resources and well recognised by teachers and students.

To widen student's career-world, EDB has further promoted co-operation between the business sector and schools through launching BSPP 2.0 in the 2022/23 school year. It is targeting to increase the number of business partners by about 15% (i.e. around 60 business partners) within the year and to cover more industries. In this regard, EDB has been actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees (including those of emerging industries) under QF to encourage more member organisations to join BSPP 2.0, thereby providing students with more and a wider range of career exploration and work experience activities so that they will have a better understanding of the workplace. In addition to workplace visits, job shadowing, career talks, workshops and career expos, a series of Holiday Work Experience Programmes will be arranged under BSPP 2.0 during major school holidays (e.g. summer holidays, Christmas holidays and Easter holidays) to enable senior secondary students to gain first-hand experience of the actual operation of different industries as well as exploring their interests and career aspirations. Upon the full resumption to normalcy of society, the number of participating students is expected to increase.

- End -

CONTROLLING OFFICER'S REPLY

EDB017

(Question Serial No. 2389)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

National education and national security education (NSE) are one of the important education areas that need to be further developed in the future. In the past, the Quality Education Fund (QEF) provided additional resources for application by schools and kindergartens joining the Kindergarten Education Scheme to implement activities for the promotion of the aforesaid education. In this connection, will the Education Bureau (EDB) advise this Committee of the following –

- (1) the resources and manpower deployed by EDB in the past 3 years to take forward the promotion of national education, NSE, as well as media and information literacy education in schools; and the effectiveness of such work;
- (2) whether EDB has any plans to deploy additional resources and manpower in the coming 3 years to encourage more primary and secondary schools to promote NSE, and to expedite the approval process of the relevant QEF programmes; if yes, what are the details; if no, of the reasons; and
- (3) the respective numbers of publicity activities on “One country, Two systems”, the Constitution and the Basic Law held in pre-primary institutions, primary schools, secondary schools and post-secondary institutions in the past 3 years and the performance indicators thereof.

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 30)

Reply:

(1) to (3)

To further support schools to promote national education, national security education (NSE) as well as media and information literacy education, the Quality Education Fund (QEF) implemented an enhancement measure in November 2021 for application by publicly-funded

primary schools and secondary schools (including special schools) for funding of not exceeding \$300,000 to conduct project activities lasting for about 24 months for further strengthening measures to promote national education, NSE as well as media and information literacy education. Each kindergarten (KG) joining the Kindergarten Education Scheme (Scheme-KG) may apply for a funding of not exceeding \$150,000 to step up measures to promote national education and NSE. Under the enhancement measure, QEF has further streamlined the approving procedures to enable schools to receive the funding as early as possible to implement the project activities.

In addition to the aforementioned enhanced measures, EDB will continue to adopt a “multi-pronged and co-ordinated” approach to support schools in promoting national education, NSE as well as media and information literacy education within and beyond classroom through whole-school participation, so as to strengthen students’ sense of national identity and national pride, and guide them to distinguish the authenticity of information, think critically, and uphold positive values and attitudes.

Curriculum development

Learning elements relating to national education and NSE have all along been included in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, Citizenship and Social Development (CS), and those related to technology and science. In this era of rapid development in information and information technology, media and information literacy education is a vital learning element which is also closely related to NSE. Over the past 3 years, EDB has been continuously strengthening such aspects as national education, NSE as well as media and information literacy education through curriculum enhancement, including making Chinese History an independent compulsory subject at the junior secondary level and implementing the new junior secondary Chinese History curriculum starting with Secondary One from the 2020/21 school year to enable students to learn about our country’s history and development in a holistic and systematic manner; replacing Liberal Studies by CS starting with Secondary Four in the 2021/22 school year; issuing the Curriculum Framework of National Security Education in Hong Kong and 15 respective subject curriculum frameworks on NSE in 2021 for schools’ reference to facilitate the holistic planning of and whole-school participation in promoting NSE.

EDB released the Primary Education Curriculum Guide (Pilot Version) in September 2022, which encompasses learning elements of national education and NSE, and launched the Values Education Curriculum Framework (Pilot Version) in 2021, with an emphasis that students’ sense of belonging towards our country should be strengthened from an early age with a view to helping them develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, national emblem and national anthem), and understand the importance of the Constitution, the Basic Law and national security. This is to establish students’ sense of national identity and help them understand their responsibility, as a Chinese, to protect our country together. It is stated in the said Framework that nurturing students’ media and information literacy is an essential part of values education. In addition, EDB released the draft updated version of the learning framework on “Information Literacy for Hong Kong Students” in August 2022 to enable schools to strengthen relevant information literacy learning elements in the primary and secondary curricula, develop learning and teaching

resources, and nurture students' ability and attitude to use information and communication technology effectively and ethically.

Learning and teaching resources

As an ongoing effort, EDB has been providing schools with a variety of learning and teaching resources such as teaching resources on the Constitution of the People's Republic of China, online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", the National Security Education Online Learning Platform and National Security Education Exhibition Boards, with a view to helping schools promote national education and NSE within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform "National Education One-stop Portal" has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, and Chinese history and Chinese culture. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country as well as NSE, etc. on an ongoing basis. To support teachers in promoting media and information literacy education in class, EDB has developed relevant learning and teaching resources with a series of short videos and produced the "life event" exemplars, covering such topics as "be careful of whom you meet online", "avoiding the internet traps", and "learn more about content farm". EDB has also collaborated with the Journalism Education Foundation to develop a new set of teaching materials on media and information literacy to support teachers in nurturing media and information literacy among students, fostering students' capability to discern information authenticity and encouraging students to use social media in a proper way. In addition, EDB and the Hong Kong Police Force have jointly released the learning and teaching resources on "Cybersecurity and Technology Crime Related Information" to help students enhance their understanding of cybersecurity and avoid cyber pitfalls.

As regards KGs, EDB provided Scheme-KGs with a one-off Grant for Procurement of National Flag and Movable Flagpole in the 2021/22 school year to support them in purchase of national flags and movable flagpoles for the display of the national flag and flag raising ceremony in school premises. EDB has also provided Scheme-KGs with a one-off Grant for Promotion of Chinese Art and Culture in March 2023. KGs may use the grant to organise various school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity. Starting from the 2022/23 school year, all Scheme-KGs are required to organise at least one school-based activity relating to Chinese culture every year.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. EDB has also introduced measures on teachers' entry requirement to promote their correct understanding of the Basic Law and the National Security Law. Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass BLT will be extended to all Direct

Subsidy Scheme schools and Scheme-KGs. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and the National Security Law. Moreover, EDB will also arrange Mainland study tours of 3 to 4 days for teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons.

EDB has continuously organised knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", as well as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the relevant key concepts such as the historical background of "One Country, Two Systems", the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. To support schools in promoting NSE, EDB has also organised Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

Life-wide learning activities

EDB organises diversified activities for primary and secondary students on an ongoing basis, such as the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day and Constitution Day Online Quiz Competitions, as well as the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture. In addition, under the Constitution and Basic Law Student Ambassadors Training Scheme, thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities has been overwhelming. Furthermore, EDB has jointly organised with the Security Bureau the Let's Join Hands in Safeguarding National Security Programme, activities of which include the Slogan-cum-Poster Design Competition on National Security, and the National Security Online Quiz Competition. The Programme aims to create an atmosphere of safeguarding national security and enhance students' and teachers' understanding of the Constitution, the Basic Law and national security, thereby pooling our strengths to safeguard national security. To facilitate schools in organising school-based national education activities on important days, EDB has also compiled the "National Education – Event Planning Calendar". Starting from the 2022/23 school year, EDB requires all publicly-funded schools to organise quality whole-school national education activities and participate in national education activities at the inter-school, territory-wide or national levels every year.

Being the school sponsoring body of government schools, EDB has taken the lead in adopting a whole-school and joint-school collaborative approach in the 2022/23 school year to launch a series of inter-school national education activities under the theme of "Love Our Home, Treasure Our Country" in accordance with the "National Education – Event Planning Calendar" issued by EDB to commemorate key national events and promote national education.

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a

view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The subject of CS also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. As Mainland exchange programmes for primary and secondary students have been suspended since end-January 2020 due to the epidemic, the expenditures involved in Mainland exchange programmes for students from the 2020/21 to 2022/23 school years are not available. Mainland exchange programmes for primary and secondary students will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions, promotion leaflets and EDB website to encourage schools to actively arrange students to participate in the programmes and study tours. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. QEF has included "Life-wide Learning" as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students' learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

Home-school cooperation

EDB has been encouraging schools to maintain close contact with parents and foster home-school cooperation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students' awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards.

Post-secondary education

Post-secondary institutions have been implementing a series of measures since the 2021/22 academic year to incorporate national education and NSE into students' learning, which include organising seminars, sharing sessions, workshops, forums and study tours, etc. In further pursuance of the aforementioned objectives, the Government has included whole-person development as one of the four strategic directions adopted in the 2022-25 triennium of the University Grants Committee (UGC), illustrating that instilling a strong sense of civic duty into students through values education at university level would help nurture graduates to become the future pillars of our society. Education on the Constitution, the Basic Law

and the National Security Law should also form an important part of the university curriculum, with a view to nurturing students into law-abiding and responsible citizens.

Except for individual items for which related information on expenditure has been set out, manpower resources and expenditure involved in the above items are subsumed under EDB's recurrent expenditure and the Government's block grant to UGC-funded universities, and hence, no breakdown is available. In the future, EDB will continue to make optimal use of the recurrent funding and work closely with relevant government departments and non-governmental organisations to better support schools in the promotion of national education, NSE as well as media and information literacy education.

- End -

CONTROLLING OFFICER'S REPLY

EDB018

(Question Serial No. 2390)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will expand the Sister School Scheme (the Scheme), including inviting more public sector and Direct Subsidy Scheme (DSS) primary schools to join the Scheme, and continue to provide recurrent grant and professional support to public sector and DSS primary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities. In this connection, please advise this Committee of –

1. the number of schools that have formed sister schools with their Mainland counterparts since the introduction of the Scheme;
2. the effectiveness in improving students' learning after the forming of sister schools; and
3. whether there are plans to allocate additional resources and staff provision to support the expansion of the Scheme in the coming 3 years? If yes, what are the details?

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 31)

Reply:

1. 2. & 3.

To expand the network of sister schools in Hong Kong, the Chief Executive announced in his Policy Address delivered in October 2022 that the Education Bureau (EDB) will, on the basis of the about 780 publicly-funded schools in Hong Kong that have already formed over 2 100 sister school pairs with their Mainland counterparts at the very time, increase the number of Hong Kong schools which will be participating in the Sister School Scheme (Scheme) by 10% to around 860 by the end of 2023. EDB is making every effort to deliver the target. According to the latest information submitted by schools (as of March 2023), a total of 848 public sector, Direct Subsidy Scheme (DSS) and special schools in Hong Kong have formed 2 349 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools); the number of publicly-funded schools in Hong Kong participating in the Scheme has already increased by about 70. School

participants of the Scheme generally consider that by taking part in the variety of sister school exchange activities, students are able to broaden their horizons, deepen their understanding of the Mainland and strengthen friendship and affection with their sister schools' counterparts, thereby enhancing their sense of national identity. Looking ahead, EDB will continue to encourage local schools to participate in the Scheme by providing schools with professional support through diversified modes, such as holding sharing sessions regularly and producing booklets, among others, to collect and disseminate good practices, so as to encourage more exchanges between local schools and their Mainland counterparts under the Scheme. EDB is using its existing resources to carry out the relevant work. As the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB019

(Question Serial No. 2391)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under this Head, it is mentioned that Education Bureau (EDB) will continue to provide the Enhanced School-based Speech Therapy Service (SBSTS) to all public sector primary schools under which school-based speech therapist (SBST) posts will be created for clusters of schools by phases. In this connection, will the Administration advise this Committee whether it will deploy additional manpower and resources to facilitate schools in caring for students with communication and speech difficulties, given that students' communication and personal growth have been hindered by the social distancing measures imposed during the epidemic in the past 3 years? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 32)

Reply:

Starting from the 2019/20 school year, Education Bureau (EDB) has created school-based speech therapist (SBST) posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service (Enhanced SBSTS), with a view to providing more stable, sustainable, diversified and comprehensive services for students with speech and language impairment (SLI). By adopting the Whole School Approach (WSA), schools should plan, promote and implement SBSTS in the three major domains of prevention, intervention and enhancement of language and communication skills in light of their school context, thereby enhancing the support for students with SLI.

EDB has maintained close liaison with schools during the epidemic to continue providing appropriate support for students with special educational needs (SEN). A letter was issued by EDB to remind schools to continually paying attention to the condition and progress of these students. The Special Educational Needs Coordinators (SENCOs) in schools will lead members of the student support team (SST) and SBSTs to provide ongoing support to students with SLI through different means as appropriate, including maintaining communication with parents and teachers to understand students' needs in language learning, communication and social development; delivering speech therapy resources to students and parents through different messaging platforms; and providing online real-time speech therapy services. To

assist parents and teachers in supporting students with SEN (including those with SLI) to master more skills in learning and social adaptation, EDB has launched the “Joyful Online Learning at Home” online resources specifically for students with SEN. The online resources also have hyperlinks to the speech therapy resources developed by EDB and uploaded onto the HKEdCity’s website. Parents and teachers may select suitable materials to conduct communication training with students.

Under the Enhanced SBSTS, SBSTs are a member of schools who provide active support for students with SEN (including those with SLI) through WSA. With schools resuming face-to-face classes and the society progressing to full normalcy, schools will strengthen the communication of SBSTs with SENCOs, SST members and parents, review students’ needs in language, communication and social development, and provide them with suitable services. The Specialists (Speech Therapy Service) of EDB will pay regular visits to schools to offer professional advice on SBSTS, render professional support to SBSTs and assist schools to review the quality of service, so as to ensure that students with SLI are given appropriate support.

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 2392)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As indicated under this Head, the teacher wastage rate of public sector secondary schools is in an upward trend with the revised estimated figure for 2022/23 being 9.8%, which is higher than the actual figure of 7.8% in 2021/22. In this connection, please advise this Committee of –

- (1) whether the Government has plans to deal with the increasing teacher wastage rate of public sector secondary schools;
- (2) whether the Government has plans to deploy additional resources to reduce the administrative work of secondary school teachers?

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 33)

Reply:

(1) and (2)

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools and Direct Subsidy Scheme schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly.

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect with a view

to ensuring the quality of education. To strengthen the administrative support for schools and at the same time reduce the administrative work of teachers, EDB implemented the “One Executive Officer for Each School” policy in the 2019/20 school year to provide schools with resources for hiring additional administrative manpower. EDB has continuously enhanced the manpower and resources for public sector secondary schools to support the work of teachers. Measures include increasing the teacher-to-class ratio across-the-board from the 2017/18 school year; full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals and senior teachers as well as the ranking arrangements of principals in public sector secondary schools in the 2020/21 school year. Besides, EDB provides public sector secondary schools with cash grants for flexible deployment to meet specific policy objectives. Schools may, having regard to their school-based needs, deploy the cash grants to employ additional contract teachers and ancillary staff and/or procure services. EDB will continue to review the manpower and resources provided to public sector secondary schools to support school development and meet students’ needs. Meanwhile, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons through diversified professional development programmes. These measures help increase the attractiveness of the teaching profession and at the same time retain talent. We will continue to maintain communication with the sector and make timely refinements to the measures with a view to providing quality education to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 2951)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council (VTC) provides a comprehensive system of vocational and professional education and training services. In this connection, did VTC offer Chinese medicine-related training programmes in the past 3 years? If yes, what were the title, number of places, number of enrolments and graduation rate of each programme? What was the expenditure involved in offering these training programmes?

Asked by: Hon CHAN Wing-kwong (LegCo internal reference no.: 26)

Reply:

The titles, numbers of places, numbers of enrolments and graduation rates of the Chinese medicine-related training programmes offered by the Vocational Training Council (VTC) from the 2019/20 to 2021/22 academic years are tabulated below –

Programme title	2019/20 academic year			2020/21 academic year			2021/22 academic year		
	No. of places	No. of enrolments	Graduation rate	No. of places	No. of enrolments	Graduation rate	No. of places	No. of enrolments	Graduation rate
Higher Diploma in Pharmaceutical Science (Hong Kong Institute of Vocational Education)	100	94	67%	75	99	75%	90	112	85%
Bachelor of Science (Honours) in Chinese Medicinal Pharmacy (Technological and Higher Education Institute of Hong Kong)	40	35	No graduates yet (Note)	82	59	100%	65	63	100%
Bachelor of Science in Chinese Medicinal Pharmaceutics (School for Higher and Professional Education)	50	71	100%	58	50	100%	41	50	88%

Note: The first cohort of students graduated in the 2020/21 academic year.

VTC does not maintain breakdown figures on the expenditures involved in different programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 2147)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Support for cross-boundary students

Upon resumption of normal travel on 6 February this year, cross-boundary students may resume classes in Hong Kong in two phases starting from 8 February. Since Sha Tau Kok Control Point is not yet re-opened for passenger clearance, more than 200 cross-boundary students in Sha Tau Kok district have to use other control points to cross the border. In this connection, please advise this Committee whether additional support will be provided to cross-boundary students studying in Sha Tau Kok district, and whether Chung Ying Street in Sha Tau Kok can be used for temporary access for students' convenience?

Asked by: Hon CHAN Yuet-ming (LegCo internal reference no.: 31)

Reply:

Upon full resumption of normal travel between Hong Kong and the Mainland from 6 February 2023, cross-boundary students (CBS) have resumed their daily travel between the Mainland and Hong Kong to attend face-to-face classes in a gradual and orderly manner. Heung Yuen Wai (HYW) Control Point, connecting Liantang Port of the Mainland, has been commissioned to provide passengers with clearance services since 6 February 2023. In coordination with the relevant Mainland authorities, the Hong Kong Special Administrative Region (HKSAR) Government has granted permission for all operators providing school bus services via Sha Tau Kok (STK) Control Point to continue with their cross-boundary school coach services by taking an alternative route via the nearby HYW Control Point to pick up CBS who are affected by the temporary suspension of passenger clearance services at STK Control Point. To facilitate CBS' resumption of face-to-face classes in Hong Kong, the HKSAR Government has provided assistance to CBS in various aspects, including the clearance facilitating measures and special arrangements for processing relevant documents.

As indicated in the information provided by the Security Bureau, according to the current mechanism, CBS living in Shalanxia or those possessing the Travel Permit of Border Special Administration Area issued by the Mainland authorities are already eligible for obtaining

Closed Area Permits issued by the Hong Kong Police to pass through Chung Ying Street to attend school in STK.

- End -

CONTROLLING OFFICER'S REPLY

EDB023

(Question Serial No. 1330)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Among the projects launched with resources provided by the Quality Education Fund in the past 3 years, how many of them are involved with the promotion of national education and national security education?

Asked by: Hon CHAN Yung (LegCo internal reference no.: 35)

Reply:

The Quality Education Fund (QEF) has included positive values as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools starting from the 2018/19 school year, under which schools may apply for funding to launch school-based curriculum development and/or student support measures. To further support schools in promoting national education and national security education, QEF launched an enhancement measure in November 2021 for schools to apply for additional funding to step up measures to promote values education, which encompasses national education and national security education. In the past 3 school years, QEF supported around 700 projects related to national education and national security education, with a total funding of over \$200 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB024

(Question Serial No. 2214)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the "Opening Up School Parking Spaces to Student Service Vehicles Scheme" (the Scheme), please advise this Committee:

1. of the number of applications submitted and approved each year since the implementation of the Scheme, and the following information of each approved application:
 - (i) the name of the participating school;
 - (ii) the type of the participating school (i.e. (a) government school, (b) aided school, (c) caput school, or (d) Direct Subsidy Scheme school);
 - (iii) the type of land on which the participating school premises are located (i.e. (a) government land with tenancy agreement with the Education Bureau (EDB) or Hong Kong Housing Authority (HA), (b) government land without tenancy agreement with EDB or HA, or (c) private land); and
 - (iv) the types and numbers of parking spaces opened up;
2. whether considerations will be given to encouraging school participation by providing incentives; if yes, of the details; if no, of the reasons.

Asked by: Hon CHAU Siu-chung (LegCo internal reference no.: 29)

Reply:

1. The Transport Department (TD) and the Education Bureau (EDB) launched the "Opening Up School Parking Spaces to Student Service Vehicles Scheme" (the Scheme) on a pilot basis in the 2018/19 school year and on full scale for participation by all public

sector schools and Direct Subsidy Scheme (DSS) schools with effect from the 2019/20 school year. The numbers of applications submitted and approved each year since the implementation of the Scheme are tabulated as follows:

	2018/19 school year (pilot basis)	2019/20 school year (first year of full implementation)	2020/21 school year	2021/22 school year	2022/23 school year (As at 3 March 2023)
No. of applications submitted	14	41	22	21	25
No. of applications approved ^{Note}	8	17	15	14	25

Note: At the initial stage of the Scheme's implementation, a significant discrepancy was noted between the number of applications submitted and that of applications approved. This is mainly attributable to the situation that some schools failed to complete the application procedures as they had yet to fully understand the Scheme's details (including the conditions to be fulfilled and the documents required). As schools have known more about the Scheme gradually, and with the enhancement of application procedures by EDB starting from the 2022/23 school year, the percentage of successful applications has also increased significantly.

The (i) name of the participating school; (ii) type of the participating school; (iii) type of land on which the participating school premises are located; and (iv) types and numbers of parking spaces opened up for each application approved are set out at the Annex.

2. The level of school participation is affected by multiple factors, including restrictions imposed by the land lease conditions of the schools concerned, students' safety, campus security, arrangements of after-school activities and cooperation of school bus service operators under the Scheme, etc. In order to facilitate schools to apply for the Scheme and make early arrangements accordingly, the Scheme has changed from accepting applications only during a specified period each year in the past to accepting applications throughout the year starting from the 2022/23 school year, and the approval process has been expedited. TD and EDB will closely monitor the implementation of the Scheme, as well as timely review and enhance the Scheme to encourage more participation of schools.

“Opening Up School Parking Spaces to Student Service Vehicles Scheme”

	School name	School type	Land type <small>Note</small>	2018/19 school year		2019/20 school year		2020/21 school year		2021/22 school year		2022/23 school year	
				Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces
1	Pui Kiu Primary School	Aided	a	Coach	3			Bus	3	Coach	3	Coach	3
2	Evangel College	DSS	a	Coach	5	Coach	5	Bus	5	Bus	5	Bus	2
												Light bus	3
3	ELCHK Lutheran Academy	DSS	a	Coach	4	Coach	4	Bus	4	Bus	4	Bus	4
4	Fukien Secondary School Affiliated School	DSS	a	Coach	3	Coach	3			Bus	3		
5	The Methodist Church Hong Kong Wesley College	Aided	a	Coach	3	Coach	3						
6	Salesian Yip Hon Millennium Primary School	Aided	a	Coach	2	Coach	2	Coach	2	Bus	2	Bus	2
				Light bus	2	Light bus	2	Light bus	2	Light bus	2	Light bus	2
7	HKTA YYI Chan Lui Chung Tak Memorial School	Aided	a	Coach	3	Coach	3	Coach	3	Coach	3	Coach	3
8	Tin Shui Wai Methodist Primary School	Aided	a	Coach	1	Coach	1	Coach	1	Bus	1	Bus	1
				Light bus	2	Light bus	2	Light bus	2	Light bus	2	Light bus	2

	School name	School type	Land type Note	2018/19 school year		2019/20 school year		2020/21 school year		2021/22 school year		2022/23 school year	
				Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces
9	CCC Kei Wan Primary School (Aldrich Bay)	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
10	The Endeavourers Leung Lee Sau Yu Memorial Primary School	Aided	a			Light bus	4	Light bus	4	Light bus	4	Light bus	4
11	Alliance Primary School, Whampoa	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
12	SKH Holy Carpenter Primary School	Aided	a			Light bus	1	Light bus	1	Light bus	1	Light bus	1
13	Bishop Paschang Catholic School	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
14	Buddhist Chi King Primary School	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
15	St. Matthew's Lutheran School (Sau Mau Ping)	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
16	Yan Chai Hospital Law Chan Chor Si College	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
17	Yan Oi Tong Tin Ka Ping Primary School	Aided	a			Bus	2	Bus	2	Bus	2	Bus	2

	School name	School type	Land type Note	2018/19 school year		2019/20 school year		2020/21 school year		2021/22 school year		2022/23 school year	
				Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces
18	Fanling Assembly of God Church Primary School	Aided	a			Bus	2	Bus	2	Bus	2	Bus	2
						Light bus	2	Light bus	2	Light bus	2	Light bus	2
19	Choi Jun School	Aided	a			Light bus	3	Light bus	3	Light bus	3	Light bus	3
20	SKH Ma On Shan Holy Spirit Primary School	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
21	SKH Ho Chak Wan Primary School	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
22	SKH Tsing Yi Chu Yan Primary School	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
23	SKH Yan Laap Memorial Primary School	Aided	a			Bus	2	Bus	2	Bus	2	Bus	2
24	Tsuen Wan Government Primary School	Government	b			Bus	3	Bus	3	Bus	3	Bus	3
25	Q.E.S. Old Student's Association Branch Primary School	Aided	a			Bus	3	Bus	3	Bus	3	Bus	3
26	Tai Koo Primary School	Aided	a					Light bus	2	Light bus	2	Light bus	2

	School name	School type	Land type Note	2018/19 school year		2019/20 school year		2020/21 school year		2021/22 school year		2022/23 school year	
				Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces
27	Conservative Baptist Lui Ming Choi Primary School	Aided	a					Bus	3	Bus	3	Bus	3
28	HHCKLA Buddhist Wong Cho Sum School	Aided	a					Bus	3	Bus	3	Bus	3
29	STFA Leung Kit Wah Primary School	Aided	a					Bus	3	Bus	3	Bus	3
30	Pui Kiu College	DSS	a					Bus	1	Bus	1	Bus	1
								Light bus	3	Light bus	3	Light bus	3
31	Cumberland Presbyterian Church Yao Dao Primary School	Aided	a					Bus	2	Bus	2	Bus	2
32	PLK Riverain Primary School	Aided	a							Bus	1	Bus	1
33	Yuen Long Public Middle School Alumni Association Primary School	Aided	a							Bus	3	Bus	3
34	Chun Tok School	Aided	c									Light bus	2

	School name	School type	Land type Note	2018/19 school year		2019/20 school year		2020/21 school year		2021/22 school year		2022/23 school year	
				Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces	Type of parking spaces	No. of parking spaces
35	SKH Tin Shui Wai Ling Oi Primary School	Aided	a									Light bus with 19 seats	1
36	Hoi Ping Chamber of Commerce Primary School	Aided	c									Private light bus	2
37	Ho Lap Primary School (sponsored by Sik Sik Yuen)	Aided	a									Bus	3
Total					28		74		88		95		100

Note: (a) Government land with tenancy agreement with EDB or the Hong Kong Housing Authority (HA)
(b) Government land without tenancy agreement with EDB or HA
(c) Private land

- End -

CONTROLLING OFFICER'S REPLY

EDB025

(Question Serial No. 2634)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the staff establishment of the Vocational Training Council (VTC) and its member institutions, please advise this Committee of the following –

- (1) the total numbers of teaching staff and administrative and supporting staff in VTC, the respective numbers and percentages of staff employed under different modes of appointment (including those on contract terms, i.e. Old Remuneration Package (ORP), New Remuneration Package (NRP) and Short-Term Contract), the turnover rates of posts, the numbers of job vacancies and their percentages over the total number of posts in the past 5 academic years; and
- (2) the following information of each VTC member institution (i.e. (i) Technological and Higher Education Institute of Hong Kong, (ii) Institute of Professional Education And Knowledge, (iii) School for Higher and Professional Education, (iv) Hong Kong Institute of Vocational Education, (v) Hong Kong Design Institute, (vi) Hotel and Tourism Institute, (vii) Chinese Culinary Institute, (viii) International Culinary Institute, (ix) Maritime Services Training Institute, (x) Youth College, (xi) Pro-Act by VTC, (xii) Integrated Vocational Development Centre and (xiii) Shine Skills Centre) in the past 5 academic years:
 - (i) the numbers of teaching and supporting staff;
 - (ii) the respective numbers and percentages of staff employed under different modes of appointment;
 - (iii) the numbers of programmes and places offered and the actual intakes; and
 - (iv) the numbers of students.

Asked by: Hon CHAU Siu-chung (LegCo internal reference no.: 28)

Reply:

(1)

The total numbers of staff in major staff categories (teaching staff and administrative and supporting staff) employed by the Vocational Training Council (VTC) under the Old Remuneration Package (ORP), New Remuneration Package (NRP) and Short-term Contract, and their respective percentages (over the total number of staff) in the past five academic years are tabulated below –

Academic year	Staff category	No. of staff employed under			Total no. of staff
		ORP	NRP	Short-term contract	
2018/19	Teaching staff and instructors	542 (9.5%)	1 648 (28.8%)	470 (8.2%)	5 726
	Administrative and supporting staff	945 (16.5%)	1 758 (30.7%)	363 (6.3%)	
2019/20	Teaching staff and instructors	478 (8.4%)	1 697 (29.9%)	440 (7.8%)	5 667
	Administrative and supporting staff	879 (15.5%)	1 825 (32.2%)	348 (6.1%)	
2020/21	Teaching staff and instructors	409 (7.4%)	1 674 (30.2%)	403 (7.3%)	5 551
	Administrative and supporting staff	804 (14.5%)	1 865 (33.6%)	396 (7.1%)	
2021/22	Teaching staff and instructors	323 (6.1%)	1 635 (31.0%)	395 (7.5%)	5 286
	Administrative and supporting staff	716 (13.5%)	1 804 (34.1%)	413 (7.8%)	
2022/23	Teaching staff and instructors	253 (5.0%)	1 597 (31.4%)	406 (7.8%)	5 092
	Administrative and supporting staff	625 (12.3%)	1 811 (35.6%)	400 (7.9%)	

The overall rates of voluntary turnover (i.e. resignation and non-renewal of contract despite offer) of full-time staff employed by VTC on a non-short-term contract basis in the past five academic years are as follows –

	2018/19 academic year	2019/20 academic year	2020/21 academic year	2021/22 academic year	2022/23 academic year
Overall voluntary turnover rate	5.7%	4.5%	5.6%	8.6%	* Note

* Note: As the 2022/23 academic year has not yet ended, the overall voluntary turnover rate of full-time staff employed on a non-short-term contract basis for that academic year is not yet available.

VTC conducts year-round staff recruitment according to its operational needs and hence does not maintain information on the number of job vacancies.

(2)(i)(ii)

The member institutions of VTC share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units to best utilise their expertise. Hence, VTC is unable to provide breakdowns of the number of teaching staff and supporting staff, the number of staff employed under different modes of appointment and their respective percentages in different member institutions.

(2)(iii)(iv)

VTC member institutions offer a broad spectrum of programmes for students with different backgrounds and abilities, including vocational and professional education and training (VPET) programmes and short-term in-service training programmes, as well as vocational training for people with disabilities to assist them in taking up open employment.

- a) The numbers of full-time and part-time VPET programmes offered by VTC member institutions in the 2018/19 to 2022/23 academic years, and the respective numbers of intake places, actual fresh intakes and students are set out at [Annex 1](#).
- b) The numbers of places and students in short-term in-service training programmes offered by VTC member institutions in the 2018/19 to 2022/23 academic years are tabulated below –

Institution [^]	2018/19 academic year		2019/20 academic year		2020/21 academic year		2021/22 academic year		2022/23 academic year	
	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students	No. of places	No. of students [#]
Institute of Professional Education And Knowledge	95 160	95 470	117 869	69 733	93 150	87 149	84 997	108 526	100 249	112 760
Pro-Act by VTC	8 280	9 954	8 309	4 374	7 922	7 165	8 575	8 783	9 229	9 544
Integrated Vocational Development Centre	2 600	5 440	2 600	2 623	2 340	3 860	2 340	3 781	2 944	2 944

Figures as of February 2023.

[^] These member institutions mainly provide short-term programmes and industry-specific skill upgrading courses, with a variety of programmes launched every year according to the manpower demand of the market and the industries. On average, a total of about 750 in-service training programmes are provided each year.

- c) The numbers of full-time and part-time vocational training programmes offered by Shine Skills Centre of VTC in the 2018/19 to 2022/23 academic years and the respective numbers of places and students are tabulated below –

Academic year	No. of programmes	No. of places	No. of students
2018/19	44	1 060	1 152
2019/20	19	1 060	706
2020/21	33	1 060	1 041
2021/22	22	1 060	842
2022/23	19	1 060	690 [#]

Figures as of February 2023.

Annex 1

Institution	No. of programmes	No. of intake places	No. of actual fresh intakes	No. of students
	2018/19 academic year			
Technological and Higher Education Institute of Hong Kong	24	1 626	990	3 483
School for Higher and Professional Education	72	3 693	3 118	4 634
Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Youth College	241	23 356	24 694	47 393
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute/Maritime Services Training Institute	27	1 642	1 471	2 095
	2019/20 academic year			
Technological and Higher Education Institute of Hong Kong	25	1 562	985	3 162
School for Higher and Professional Education	64	3 191	2 796	4 281
Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Youth College	245	22 981	22 452	44 271
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute/Maritime Services Training Institute	20	1 565	740	1 346
	2020/2021 academic year			
Technological and Higher Education Institute of Hong Kong	26	1 697	944	2 999
School for Higher and Professional Education	61	3 058	2 862	4 203
Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Youth College	238	19 918	19 893	39 527
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute/Maritime Services Training Institute	25	1 257	1 564	2 145
	2021/22 academic year			
Technological and Higher Education Institute of Hong Kong	26	1 042	799	2 441
School for Higher and Professional Education	58	2 823	2 495	3 865
Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Youth College	218	18 386	19 050	36 291

Institution	No. of programmes	No. of intake places	No. of actual fresh intakes	No. of students
	2018/19 academic year			
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute/Maritime Services Training Institute	23	1 214	886	1 630
	2022/23 academic year			
Technological and Higher Education Institute of Hong Kong	28	958	711#	2 037#
School for Higher and Professional Education	62	2 600	2 117#	3 355#
Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Youth College	219	17 390	17 736#	33 924#
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute/Maritime Services Training Institute	22	1 222	1 039#	1 760#

Figures as at 15 October 2022.

- End -

CONTROLLING OFFICER'S REPLY

EDB026

(Question Serial No. 1903)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) With regard to continuing to develop a variety of learning and teaching resources for promoting national education, including the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and national security education in schools, what are the resources to be allocated, and the expenditure and specific measures involved?
- (2) On stepping up training requirements for newly appointed and serving teachers and teachers to be promoted, covering professional roles, values and conduct of teachers; education development at the local, national and international levels; national education; national security education, etc., what are the resources to be allocated, and the expenditure and specific measures involved?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 12)

Reply:

(1)

The Education Bureau (EDB) has all along been strengthening national education, including education on the Constitution, the Basic Law, national flag, national emblem, national anthem and national security by developing diversified learning and teaching resources such as those on the Constitution of the People's Republic of China, online self-learning programmes on the Basic Law, the theme-based resources webpage of "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", National Security Education Online Learning Platform, National Security Education Exhibition Boards and online games, with a view to helping schools promote national education and national security education (NSE) within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform "National Education One-stop Portal" has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture, as well

as museum learning. EDB has also uploaded to its website a series of videos entitled “真識《基本法》” (Chinese only), covering topics like the relationship between the Constitution and the Basic Law, the political structure of the Hong Kong Special Administrative Region (HKSAR) and the improved electoral system, to enable teachers and students to have a more in-depth and accurate understanding of the Basic Law through clearly presented videos and detailed information.

Apart from resource materials development work, EDB also makes recommendations on quality learning and teaching resources. To support teachers in promoting NSE, EDB distributed to teachers a book on the Law of the People’s Republic of China on Safeguarding National Security in the HKSAR, which was sponsored by the Minister of Education and co-authored by Professor Wang Zhenmin, among others, in 2021. Furthermore, in June 2022, EDB and the Security Bureau distributed complimentary copies of a picture book entitled “Our Country Our Security”, compiled by the 國家安全法治研究基地 (Chinese only) of the University of International Relations, and edited by Professor Bi Yanying, as supplementary teaching resources for teachers’ reference. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country as well as NSE, etc. on an ongoing basis.

The expenditures and estimates on developing various learning and teaching resources are subsumed under EDB’s recurrent expenditure, and a breakdown is not available.

(2)

Starting from the 2020/21 school year, EDB has provided structured training for newly-joined teachers and in-service teachers, and enhanced the arrangements of training for teachers aspiring for promotion. Details are as follows –

- (a) Training programme for Newly-joined Teachers: Teachers appointed to teach in public sector schools or schools under Direct Subsidy Scheme for the first time are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. The core training covers “Teachers’ Professional Roles”, “Local Education Policies and Initiatives”, and “National and International Education Development”.
- (b) Training for In-service Teachers: Serving teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes/activities, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”, with not less than 6 hours spent on each category.
- (c) Enhanced arrangements of training for promotion: The training includes the Core and Elective Parts. The Core Part comprises 30 hours of designated programmes focusing on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills, while the Elective Part comprises 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of suitable training programmes according to the professional

expertise required for respective promotion posts. Teachers must complete the designated training programmes in the Core Part and the required number of hours of training programmes in the Elective Part within 5 years prior to their individual date of substantive promotion.

To help teachers correctly understand the constitutional status of the HKSAR and enhance their understanding of our country's development, the above core training programmes cover contents about the Constitution, the Basic Law and NSE.

In addition, EDB will organise Mainland study tours for newly-joined teachers and promoted teachers, with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics, so that teachers can, through direct personal observation and experience, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons. With full resumption of normal travel between Hong Kong and the Mainland, EDB will organise 7 Mainland study tours for newly-joined teachers in the current school year, while Mainland study tours for promoted teachers are scheduled to be held in the 2023/24 school year. EDB has been actively liaising with relevant Mainland authorities on the co-ordination and preparation of the Mainland study tours for teachers and will increase the number of tour places for teachers' participation in the next school year.

As the expenditures and estimates involved in teachers' professional development are subsumed within the overall expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB027

(Question Serial No. 1904)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What are the actual numbers of local student participating in Mainland exchange programmes and local teacher participating in professional exchange programmes, and the respective expenditures involved in the past 5 years, as well as the estimated numbers of participants and expenditures for these 2 categories of programmes in 2023-24?
- (2) What are the factors to be considered when planning the itineraries for Mainland exchange programmes for students and professional exchange programmes for teachers?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 13)

Reply:

(1) to (2)

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools. Mainland exchange programmes for primary and secondary students cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. The content of the programmes covers diverse themes, such as culture, history, economy, geography, sports, music, arts and education, enabling students to gain first-hand experience of our country's development in various aspects from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. As Mainland exchange programmes for primary and secondary students have been suspended since the end of January 2020 due to the epidemic, the expenditures involved in Mainland exchange programmes for students from the 2020/21 to 2022/23 school years are not available. Mainland exchange programmes will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. The estimated expenditure is \$115 million. The expenditures for Mainland exchange programmes for students from the 2018/19 to 2019/20 school years are as follows:

School year	Expenditure (\$ million) [@]
2018/19	108.9
2019/20	14.9

[@] Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of EDB.

As an integral part of the curriculum of the senior secondary subject of Citizenship and Social Development (CS), CS Mainland study tours serve to enable students to realise the curriculum aims through experiential learning. By participating in field study activities, senior secondary CS students can broaden their horizons, gain first-hand understanding of our country and its latest development, and enhance their knowledge and appreciation of the achievements of our country and the Chinese culture, thereby developing their sense of national identity. The arrangements for CS Mainland study tours are devised to tie in with the curriculum so as to realise the curriculum aims.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in the CS Mainland study tours between April and August. Mainland exchange programmes for primary and secondary students will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions, promotion leaflets and EDB website, to encourage schools to proactively arrange students to participate in the exchange programmes and study tours. In the 2022/23 and 2023/24 school years, the estimated expenditures for CS Mainland study tours are \$60 million and \$116 million respectively.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

EDB also organises various Mainland professional exchange activities for teachers to deepen their understanding of the Mainland’s latest development, thereby widening their horizons and enhancing their professional competence. Destinations of these professional exchange activities cover different provinces and cities (e.g. Beijing, Wuhan, Chengdu, Nanning, Hefei, and cities in the Guangdong Province) and the activities generally include school visits, thematic seminars, visits to enterprises and cultural sites.

In addition, EDB will organise Mainland study tours for newly-joined teachers with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics so that teachers can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country’s

development so as to broaden their horizons. With full resumption of normal travel between Hong Kong and the Mainland, EDB will organise 7 Mainland study tours for newly-joined teachers in the current school year, while the Mainland study tours for promoted teachers will be held in the 2023/24 school year. EDB has been actively liaising with relevant Mainland authorities on the co-ordination and preparation of the Mainland study tours for teachers and will increase the number of tour places for teachers' participation in the next school year.

The numbers of teachers joining the Mainland professional exchange activities from the 2018/19 to 2023/24 school years and the expenditures involved are as follows:

School year	No. of teachers (rounded down to the nearest ten)	Expenditure/Estimate (\$ million)[@]
2018/19	1 680	7.1
2019/20	400	5.0
2020/21	30	0.9
2021/22 [#]	50	0
2022/23 ⁺	1 380	8.7
2023/24 ⁺⁺	5 340	32.0

[@] Manpower resources for the provision of Mainland professional exchange activities are subsumed under the recurrent expenditure of EDB.

[#] Actual figures revised from last year's estimates (the activities were held online).

⁺ Provisional figures (some activities may be held online).

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB028

(Question Serial No. 1905)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. Please provide information about the changes in the number of Mainland students travelling across the boundary to study in each type of schools (including kindergartens, primary schools, secondary schools and post-secondary institutions) in Hong Kong, and the number of those who dropped out of school in the past 5 years.
2. Please provide information about the changes in the number of overseas students (excluding those from the Mainland China) who studied in international schools in Hong Kong, and the number of those who dropped out of school in the past 5 years.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 14)

Reply:

1. The number of cross-boundary students (CBS) by school level from the 2017/18 to 2019/20 school years is set out at Annex, item (i). In the 2020/21 and 2021/22 school years, due to the impact of the COVID-19 epidemic as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in Hong Kong and the Mainland, some CBS temporarily resided in Hong Kong to attend face-to-face classes in schools, but a majority of them still stayed in the Mainland and were not able to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the two school years mentioned above. In October 2020 and September 2021, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students residing in the Mainland by district and school level is set out at Annex, item (ii). The EDB, the Universities Grants Committee and the Vocational Training Council do not maintain information on the enrolment of CBS in post-secondary institutions. In addition, the EDB does not collect data on the number of CBS who dropped out of school.

2. The number of non-local students (excluding those from the Mainland China, Macao and Taiwan) studying in international schools from the 2017/18 to 2021/22 school years is tabulated below. The EDB does not have a breakdown of non-local students who dropped out of school and left Hong Kong.

School year	2017/18	2018/19	2019/20	2020/21	2021/22
Number of students	28 293	28 370	28 475	27 029	26 655

- Note:
- (1) Figures (other than those of the 2020/21 school year, which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years.
 - (2) Local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region (HKSAR)) and do not have any valid passport other than the HKSAR Passport. Students not covered by this definition are all regarded as non-local students.
 - (3) Figures do not include students of the special school operated by the English Schools Foundation.

(i) Number of CBS by School Level from the 2017/18 to 2019/20 School Years

School level	Number of students in respective school years		
	2017/18	2018/19	2019/20
Kindergarten (including kindergarten-cum-child care centre)	4 610	2 031	1 479
Primary school	19 215	20 188	17 974
Secondary school	4 084	5 567	7 602

Note: (1) Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Wong Tai Sin, Tsuen Wan, Kwai Tsing, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin and Tung Chung districts. Figures refer to the position as at September of the respective school years.

(2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, the number of CBS enrolled in kindergartens (including kindergarten-cum-child care centres) and Primary One classes has significantly decreased since the 2016/17 and 2019/20 school years respectively.

(ii) Number of Students Studying in Hong Kong but Residing in the Mainland by School Level in the 2020/21 and 2021/22 School Years

School type	Number of students in respective school years	
	2020/21	2021/22
Kindergarten (including kindergarten-cum-child care centre)	2 243	1 074
Primary school	15 373	9 884
Secondary school	9 355	7 302

Note: Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in October 2020 and September 2021. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS have returned to Hong Kong from the Mainland and are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out at [Annex, item \(i\)](#).

- End -

CONTROLLING OFFICER'S REPLY

EDB029

(Question Serial No. 1906)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. In the past 5 years, how many candidates met the general minimum entrance requirement for local undergraduate programmes by attaining a “3322+2” result or above in the Hong Kong Diploma of Secondary Education (HKDSE) Examination? How many of them were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities?
2. In the past 5 years, how many HKDSE candidates chose to pursue further studies in the Mainland or overseas?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 16)

Reply:

1.

The number of candidates in the Hong Kong Diploma of Secondary Education Examination who met the general entrance requirements of the University Grants Committee (UGC)-funded First-Year-First Degree (FYFD) programmes and the number of students admitted to UGC-funded universities through the Joint University Programmes Admissions System (JUPAS) in the 2018/19 to 2022/23 academic years are set out below –

Academic Year	No. of candidates who met the general entrance requirements of UGC-funded FYFD programmes (Note)	No. of students admitted to UGC-funded universities through JUPAS
2018/19	21 603	12 217
2019/20	20 280	12 289
2020/21	19 043	11 944
2021/22	18 245	12 225
2022/23	17 733	12 178 (as at end-October 2022)

Note: Figures are provided by the Hong Kong Examinations and Assessment Authority. The general entrance requirements of undergraduate programmes offered by UGC-funded universities are set at “3322” for the four core subjects, i.e. Level 3 for Chinese Language and English Language, and Level 2 for Mathematics (compulsory part) and Liberal Studies. Figures indicate the number of candidates meeting the general entrance requirements only. In addition to the general entrance requirements, individual universities may determine the attainment level required for one or two designated or non-designated elective subjects and specify further admission requirements.

2.

Based on the Secondary 6 Students’ Pathway Survey, the number of Secondary 6 graduates who completed the local curriculum and went on to pursue full-time programmes outside Hong Kong in the 2017/18 to 2021/22 academic years is tabulated below –

Year of graduation	No. of graduates
2018	4 468
2019	4 249
2020	6 009
2021	5 645
2022	4 789 (provisional figure)

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 1907)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What were the expenditures involved in enhancing the professional training and continuing professional development of school principals and teachers in the past 5 years?
- (2) What are the details and goals of enhancing the professional training of principals and teachers?
- (3) Has the effectiveness of such training been evaluated? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 17)

Reply:

(1) to (3)

The Education Bureau (EDB) attaches great importance to the professional quality of the teaching force and is committed to enhancing the professional competence of principals and teachers through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has provided structured training for newly-joined teachers and in-service teachers, and enhanced the arrangements of training for teachers aspiring for promotion. Details are as follows –

- (a) Training programme for Newly-joined Teachers: Teachers appointed to teach in public sector schools or schools under Direct Subsidy Scheme (DSS) for the first time are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. The core training covers “Teachers’ Professional Roles”, “Local Education Policies and Initiatives” and “National and International Education Development”.

- (b) Training for In-service Teachers: Serving teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes/activities, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”, with not less than 6 hours spent on each category.
- (c) Enhanced arrangements of training for promotion: The training includes the Core and Elective Parts. The Core Part comprises 30 hours of designated programmes focusing on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills, while the Elective Part comprises 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of suitable training programmes according to the professional expertise required for respective promotion posts. Teachers must complete the designated training programmes in the Core Part and the required number of hours of training programmes in the Elective Part within 5 years prior to their individual date of substantive promotion.

To help teachers correctly understand the constitutional status of the Hong Kong Special Administrative Region and enhance their understanding of our country’s development, the above core training programmes cover contents about the Constitution, the Basic Law and the Hong Kong National Security Law. In addition, as mentioned in the Chief Executive’s 2022 Policy Address, newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools would be required to participate in the Mainland study tours; while serving teachers will be offered more opportunities of Mainland study to experience the development of our country and strengthen their abilities to nurture students’ sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland, EDB will organise 7 Mainland study tours for newly-joined teachers in the current school year. The first tour will be held this April with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics. The Mainland study tours for promoted teachers will be held in the 2023/24 school year. EDB has been actively liaising with relevant Mainland authorities on the co-ordination and preparation of the Mainland study tours for teachers and will increase the number of tour places for teachers’ participation in the next school year.

Regarding the training for principals, newly-appointed principals in public sector schools or schools under DSS are required to complete the designated professional development programmes including Professional Development Programme for Newly-appointed Principals and the Leadership Enhancement Programme for Primary and Secondary School Principals (Enhancement Programme) offered by EDB. In addition to knowledge and skills of school management, the 2-year Professional Development Programme for Newly-appointed Principals offers thematic talks, leadership forums, visits to organisations, leadership workshops, etc., enabling principals to learn from the management experience of various organisations, and enhancing their foresight and insight as well as flexibility and creativity in their school leadership. EDB has commissioned the National Academy of Governance to organise the Enhancement Programme since the 2017/18 school year. Through the study tours and exchanges, seminars, visits to advanced organisations on

management strategies and job shadowing with outstanding school leaders, principals will have a deeper understanding of the education, social culture, economy, innovation and technology, etc. of the Mainland, and be further enlightened of the appropriate strategies and abilities in leading their schools. Upon the full resumption of normal travel between Hong Kong and the Mainland, the Enhancement Programme will be held in May this year.

A regular mechanism is in place for EDB to assess the effectiveness of the training activities through, for example, questionnaire surveys, meetings with service providers, participating in and observing the exchange activities. On the whole, the feedback from principals and teachers on various training programmes was positive. Since the expenditures and estimates involved in principal and teacher training are subsumed within the overall expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB031

(Question Serial No. 1908)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme, which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions, how many students were subsidised and what was the total amount of subsidy disbursed in each of the past 5 years?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 18)

Reply:

The number of beneficiaries of means-tested subsidy and non-means-tested subsidy under the Mainland University Study Subsidy Scheme (MUSSS) and the amount of subsidy disbursed in each of the past 5 years are tabulated below –

Academic year	“Means-tested subsidy”			“Non-means-tested subsidy”	
	No. of recipients		Subsidy amount (approx.)	No. of recipients	Subsidy amount (approx.)
	Full rate	Half rate			
2018/19	1 872	667	\$37 million	608	\$3 million
2019/20	1 901	640	\$37 million	677	\$4 million
2020/21	2 280	785	\$45 million	779	\$4 million
2021/22	2 599	880	\$51 million	943	\$5 million
2022/23 (As at early March 2023)	2 449*	831*	\$52 million @	913*	\$6 million @

* About 700 applications for the 2022/23 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$63 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 1909)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In 2023-24, the Vocational Training Council will arrange study trips to the Greater Bay Area (GBA) for its students to broaden their learning experience from the vocational and professional education and training (VPET) perspective and enhance their understanding of the development of the GBA. It will also launch the Pilot VPET Diploma for senior secondary school students to promote VPET as a preferred option at an early stage. Please advise of the numbers of students, the specific contents and the expenditures involved in these initiatives.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 19)

Reply:

Starting from the 2020/21 academic year, the Education Bureau (EDB) has provided the Vocational Training Council (VTC) with a non-recurrent funding totalling \$19.95 million for three years to support trainees of the Training and Support Scheme and relevant teaching staff to take part in non-local study and exchange programmes in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) and overseas countries through the Pilot International Study Programme (ISP). Due to the epidemic, no physical exchange activities outside Hong Kong were organised in the past two academic years, i.e. 2020/21 and 2021/22. It was announced in the 2022-23 Budget that the ISP would be extended for two years to benefit more trainees. With the easing of the epidemic and the recent resumption of local and overseas activities, VTC is preparing to organise GBA exchange activities under the ISP in July 2023.

Besides, starting from the 2023-24 financial year, EDB will provide VTC with a funding totalling \$10 million for five years to implement a short-term learning programme titled "The GBA Explore Trip". It is expected to benefit about 6 000 students of VTC's higher diploma and diploma programmes. The learning programme will cover, inter alia, national education, seminars on the latest developments in the Mainland, industry-specific learning activities, visits to enterprises and cultural experiential activities, with a view to enhancing students' overall understanding of the development of GBA as well as the study and

employment opportunities therein. VTC is discussing the details and arrangements of the learning programme with various organisations.

On the other hand, starting from the 2023/24 academic year, VTC will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB033

(Question Serial No. 1910)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What were the numbers and percentages of government and aided primary and secondary school teachers who left before retirement age in the past 5 years?
- (2) What is the projected wastage rate of this type of teachers for the current year?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 20)

Reply:

(1) and (2)

The numbers of teachers in public sector secondary schools (government, aided and caput) and primary schools (government and aided) who left the education profession before retirement age and their wastage rates from the 2017/18 to 2022/23 school years are as follows –

School year	Teachers who left the education profession before retirement age [^]	
	Number [^]	Wastage rate [#] (%)
2017/18	1 260	3.0
2018/19	1 430	3.3
2019/20	1 370	3.1
2020/21	1 390	3.1
2021/22	2 770	6.2
2022/23 (Provisional figures)	3 540	8.0

[^] The number of teachers who left the education profession before retirement age refers to the teachers who were serving in a school as at mid-September of the preceding school year (or mid-October for the 2020/21 school year only) but were no longer serving in any primary/secondary schools and did not reach retirement age as at mid-September of the current school year. The numbers are rounded to the nearest 10.

[#] Wastage rate refers to the number of teachers who left the education profession before retirement age as a percentage of the total number of teachers concerned as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB034

(Question Serial No. 1917)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the free quality Kindergarten (KG) Education Scheme (the KG Scheme), please provide the following information –

1. the number of KGs under the KG Scheme that operated half-day, whole-day and long whole-day classes, and the expenditure involved in the past year; and
2. among the KGs subsidised under the KG Scheme in the past year, the number of KGs that still collected school fees for their half-day, whole-day and long whole-day classes.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 27)

Reply:

In the 2021/22 school year, the number of kindergartens (KGs) joining the Kindergarten Education Scheme (Scheme-KGs) operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes, and the number of Scheme-KGs that collected school fees are tabulated as follows –

Class	No. of KGs	No. of KGs collecting school fees
HD	518	38
WD	380	347
LWD	246	233

The breakdown of expenditure on pre-primary education in 2021-22 is tabulated as follows –

Item	(\$ million)
Kindergarten Education Scheme (the KG Scheme) (Note)	6,322.2
Kindergarten and Child Care Centre Fee Remission Scheme	302.7
Rates and government rent reimbursed for non-profit-making KGs not joining the KG Scheme (Note)	6.1
KG principal and teacher training	6.2

Note: Starting from the 2017/18 school year, expenditures on rental subsidy and reimbursement of rates and government rent for Scheme-KGs are subsumed under the overall expenditure of the KG Scheme. Non-profit-making KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 0835)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the expansion of the Sister School Scheme (the Scheme) by inviting more public sector and Direct Subsidy Scheme (DSS) secondary schools to join the Scheme and continue to provide recurrent grant and professional support to public sector and DSS secondary schools that have formed sister schools with their counterparts in the Mainland, please set out the details of the relevant work, the expenditures and manpower involved in each of the past 3 years (i.e. 2020, 2021 and 2022), as well as whether the effectiveness of the relevant work has been evaluated. If yes, what is the result? If no, what are the reasons? How will the Government encourage more secondary schools to join the Scheme in the future?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 30)

Reply:

Starting from the 2018/19 school year, the Education Bureau (EDB) has been providing a recurrent grant for local public sector and Direct Subsidy Scheme (DSS) schools (including special schools) that have formed sister schools with their counterparts in the Mainland. The number of secondary schools provided with the grant and the expenditure involved in the past 3 years are tabulated below –

School year	No. of secondary schools provided with the grant*	Expenditure of the grant (\$ million)
2019/20	305	47.23
2020/21	306	47.75
2021/22	331	51.33

* Only the number of secondary schools that applied for the grant is shown. Some secondary schools have formed sister schools with their Mainland counterparts but did not apply for the grant.

To expand the network of sister schools in Hong Kong, the Chief Executive announced in his Policy Address delivered in October 2022 that EDB will, on the basis of the about 780 publicly-funded schools in Hong Kong that have already formed over 2 100 sister school pairs with their Mainland counterparts at the very time, increase the number of Hong Kong schools

which will be participating in the Sister School Scheme (Scheme) by 10% to around 860 by the end of 2023. EDB is making every effort to deliver the target. According to the latest information submitted by schools (as of March 2023), a total of 848 public sector, DSS and special schools in Hong Kong have formed 2 349 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools); the number of publicly-funded schools in Hong Kong participating in the Scheme has already increased by about 70.

EDB will render assistance for local schools to form sister schools with their counterparts in the Mainland, as well as providing them with professional support. For example, EDB will coordinate the pairing-up arrangements, organise exchange activities, hold sharing sessions regularly to disseminate good practices of exchanges among sister schools, and commission service contractor(s) to provide schools with advice and support in relation to the arrangements on exchange activities. These efforts seek to promote more in-depth professional exchanges and multi-faceted collaboration, with a view to enhancing the quality and quantity of sister school exchanges, and hence facilitating cultural exchange and increasing teachers and students' knowledge and understanding of the Mainland. EDB is using its existing resources to carry out the relevant work. As the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

As for the evaluation of effectiveness, schools provided with the grant are required to review annually whether the intended objectives of the exchange activities have been met and incorporate the details of the sister school exchanges held (including the review findings) and the financial reports in the School Reports. The School Reports should be submitted to their Incorporated Management Committee/School Management Committee for endorsement and uploaded onto the homepage of the schools. In addition, EDB will commission service contractor(s) to collect feedback from participating schools through different means (e.g. surveys) to review the effectiveness of the Scheme. The schools concerned generally consider that exchanges not only enhance teachers' professionalism and broaden students' horizons, but also facilitate the development of both local and Mainland schools effectively.

Looking ahead, EDB will continue to encourage local schools to participate in the Scheme by providing schools with professional support through diversified modes, such as holding sharing sessions regularly and producing booklets, among others, to collect and disseminate good practices, so as to encourage more exchanges between local schools and their Mainland counterparts under the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 0836)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Chinese Culinary Institute and International Culinary Institute of the Vocational Training Council, please advise this Committee of the following –

- (1) the number of students admitted in each of the past 3 years (2020, 2021 and 2022);
- (2) the percentage of graduates joining the local catering industry in each of the past 3 years (2020, 2021 and 2022);
- (3) the operational expenditure in each of the past 3 years (2020, 2021 and 2022) and the operational expenditure estimated for the current year; and
- (4) whether there are plans to increase the number of intakes to nurture more talent for the local catering industry.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 31)

Reply:

(1) & (2)

The numbers of full-time students in the Chinese Culinary Institute (CCI) and International Culinary Institute (ICI) of the Vocational Training Council (VTC), and the percentages of graduates joining the catering and hotel industry in the past three years are as follows –

Academic year	2019/20	2020/21	2021/22
No. of students	1 010	1 761	1 355
Percentage of graduates joining the catering and hotel industry (Note 1 and Note 2)	61%	74%	Figures are not yet available

Note 1: There is no breakdown for the catering and hotel industry

Note 2: Employment statistics of graduates of full-time short courses (i.e. less than 22 weeks) are excluded

(3)

As the operational expenditures of CCI and ICI are subsumed within the recurrent expenditure of VTC, a breakdown is not available.

(4)

CCI and ICI plan their annual intakes by taking into account different factors, including manpower demand of the industry, estimated intake numbers, student demographic changes and changes in the macro environment. There are sufficient training places, facilities and capable trainers in both institutes to cater for the manpower needs of the industry. However, the actual intakes have fluctuated in recent years due to the impact of various factors (such as a declining student population and birth rate as well as the epidemic). With the gradual revival of the hotel and tourism industries, coupled with a more optimistic outlook for the catering industry, CCI and ICI expect an increase in their intakes. Both institutes are well prepared for the training of more talent in support of the industries' needs.

To further attract students to enroll in the relevant programmes, CCI and ICI have been actively promoting their programmes by reaching out to a wider audience through new publicity information and channels; enhancing engagement of stakeholders through proactive outreach activities with secondary schools, community service centres, etc.; leveraging on their strong industry and alumni networks to promote the career prospect of the tourism service industry; resuming various international education exchange programmes and competitions to maintain and build up the overall image and visibility of the institutes; and creating synergy through interdisciplinary collaboration with VTC member institutions.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 1180)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding vocational and professional education and training (VPET), it is mentioned in the Budget that starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a 2-year pilot project enabling secondary school students to have an early exposure to VPET and helping them explore their interests. In this connection –

1. What are the details, including the age range of students, vocational fields covered, number of places, tuition fees, course content and teacher qualifications, of the pilot project?
2. Will the pilot project be implemented in collaboration with enterprises to offer internships to students? If yes, how many enterprises and what sectors will be involved? Will there be any Mainland or Greater Bay Area enterprises? What is the target number of internship places to be provided?
3. Will the Government and VTC provide follow-up employment support to students who have completed training under the pilot project? If yes, what are the details?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 32)

Reply:

1. to 3.

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 0729)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The wastage rate of kindergarten (KG) teachers was 13.2% in 2021-22, while that of the same are 17.6% and 15.4% in the revised estimate for 2022-23 and the estimate for 2023-24 respectively. Meanwhile, in 2023-24, the estimated provision for pre-primary education is 8.0% lower than that of 2022-23, and 17% lower than the actual estimate for 2021-22. Regarding the manpower situation and estimates of expenditure on pre-primary education, will the Government provide information on the following –

1. In each of the past three school years, what are the figures on the following in relation to all KGs in Hong Kong (including non-profit-making KGs and private independent KGs): (i) the wastage figures and wastage rates of teachers with a breakdown by reasons (including but not limited to retirement, resignation, job change, dismissal and death); (ii) the average years of service of the said drop-out teachers; (iii) the number of newly-joined teachers; and (iv) the positive (negative) growth rates of teachers;
2. There are views pointing out that some KGs have encountered operational hardship amid the epidemic, and thus suggested that the Government increase the unit subsidy per KG student. Will the Education Bureau (EDB) duly consider the suggestion? If yes, what are the details; if no, what are the reasons; and
3. As indicated in Matters Requiring Special Attention in 2023-24, EDB will support KGs in organising school-based activities, promoting digitalisation of school administration to enhance work efficiency, improving the ventilation of school premises, and encouraging relocation for enhancement of their school environment among others. Given the scale, sustainability and importance of the series of work mentioned above, has the Government assessed the possible impacts of a non-transitory reduction in the estimates of expenditure on pre-primary education on the operational quality of KGs? If yes, what are the details; if no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 20)

Reply:

1.

It is natural that decline in kindergarten (KG) student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons. We do not compile the breakdowns of the reasons concerned.

The number of drop-out teachers and the wastage rate in local KGs, the average years of service of drop-out teachers, the number of newly recruited teachers and the growth rate of teachers from the 2020/21 to 2022/23 school years are tabulated below –

	School year		
	2020/21	2021/22	2022/23 (provisional figures)
No. of drop-out teachers (Note 1)	1 336	1 692	2 151
Wastage rate (Note 1)	10.2%	13.2%	17.6%
Average years of service of drop-out teachers	12.2	12.5	12.7
No. of newly recruited teachers (Note 2)	1 035	1 198	1 335
Year-on-year rate of change in no. of teachers	-1.7%	-4.8%	-6.5%

Note:

- (1) “Drop-out teachers” refer to teachers who were serving in a local KG as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned. “Wastage rate” refers to “drop-out teachers” as a percentage of the total number of teachers in local KGs as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year.
- (2) “Newly recruited teachers” refers to teachers who had not served in any KG as at mid-September of the preceding school year but were serving in a local KG as at mid-September of the school year concerned (except for the 2020/21 school year which reflects the situation as at mid-October), including newly-joined teachers who had not taught in any KG before, and those re-joining the local KG teaching profession after having left for more than one year.

2. and 3.

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents’ needs. Since implementation of the Kindergarten Education Scheme (the Scheme) from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to about \$6 billion per year in recent years. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector, and supporting the sustainable development of KGs in various ways. For instance, during the epidemic, several rounds of one-off subsidies have been provided to support KGs’ anti-epidemic work. As for the subsidies provided in the 2022/23 school year, they serve mainly to facilitate KGs’ further development. The measures include enhancing support for KGs to promote students’ learning of Chinese culture, assisting KGs in digitalising school administration and enhancing work efficiency, support for KGs to continue improving the ventilation of school premises and encouraging more KGs to relocate for further improvement of their school environment. The Education Bureau (EDB) will also provide additional

grants to all KGs joining the Scheme (Scheme-KGs) to facilitate the organisation of more experiential learning activities outside classroom for students and employment of supply teachers as temporary relief due to illness, among others, to further enhance the quality of KG education.

Regarding the unit subsidy, the teachers' salary portion is adjusted based on the annual civil service pay adjustment on a school year basis, while that of supporting staff salary and other operating costs are adjusted based on the change in the Composite Consumer Price Index each year. EDB also provides additional school-specific grants to cater for the special circumstances of individual Scheme-KGs or students (such as the Rental Subsidy Scheme and the grant for support to non-Chinese speaking students).

To allow Scheme-KGs to deploy their resources more flexibly, starting from the 2021/22 accounting year, the teachers' salary portion (60%) and the other operating cost portion (40%) will be combined when calculating the reserve ceiling for the accumulated surplus of the unit subsidy, i.e. the calculation of the reserve ceiling is based on the whole unit subsidy. To further support the sustainable development of Scheme-KGs and their delivery of quality KG education, a special arrangement will be made in the 2021/22 to 2025/26 accounting years. The reserve ceiling of unit subsidy will be uplifted from 12 months to 18 months of the provision, so that Scheme-KGs can make use of the flexibility under the Scheme to deploy resources more flexibly to meet school-based needs.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0730)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As stated in the Chief Executive's 2022 Policy Address, the Government will step up the promotion of STEAM (Science, Technology, Engineering, Arts and Maths) education "for all", "for fun" and "for diversity" in primary and secondary schools, to build a solid foundation for students in support of our direction of promoting innovation and technology (I&T) development in Hong Kong. For example, more learning elements of I&T will be incorporated in the curriculum. In paragraph 139 of the Budget Speech, the Financial Secretary indicated that he would make an additional funding of \$300 million to continue providing subsidies of up to \$1 million for each publicly-funded secondary school in the next 3 academic years for organisation of IT-related extra-curricular activities. In this connection, will the Government inform this Committee of the importance of and practice for scientific exploration among young children, given that such practice has already been widely adopted in many northern European countries, such as Finland, and even the Mainland? In this regard, has the Government earmarked any provision for STEAM-related education under the estimates for pre-primary education? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 21)

Reply:

The Government advocates STEAM education at primary and secondary schools with a view to enhancing students' ability to integrate and apply knowledge. Different from primary and secondary education, kindergarten (KG) education focuses on cultivating children's interest in learning, as well as developing their inquisitive minds and interest in exploration. The KG curriculum is related to children's life experiences, cognition and interest, and real-life themes are adopted to connect the content of the six learning areas in an integrated approach to provide children with comprehensive learning experiences. Through diversified learning activities, KG education helps children grasp mathematical concepts and develop their problem-solving abilities, as well as a preliminary understanding of some scientific concepts from observing various natural phenomena. It also cultivates an objective and open-minded attitude in children, and develop their capability of using observation, prediction and

comparison for exploring and understanding their environment. Through a variety of activities, children will also learn to communicate and cooperate with others, and express ideas and showcase creations in different ways. These learning experiences will lay an important foundation for STEAM education at primary level. Since systematic subject-based learning only starts at the primary level, KGs should not arrange activities that do not align with children's learning needs and development in order not to dampen children's interest in learning. Teaching the primary curriculum content in advance will also bring unnecessary pressure to students and parents.

Based on the aforesaid reasons, the Education Bureau (EDB) will continue to adopt a variety of approaches, including organising professional development programmes for KG principals and teachers and producing relevant learning and teaching materials, to enhance their professional capability of designing activities with elements of exploration and multi-sensory experiences to help young children learn by exploration and foster their interests in learning and inquisitive minds. EDB, in collaboration with the Agriculture, Fisheries and Conservation Department (AFCD), is currently capitalising on the resources of the Lions Nature Education Centre and the Hong Kong Wetland Park to set up KG education resource centres for young children to explore nature. In addition, EDB is constructing a KG education centre in Siu Sai Wan to provide a conducive environment for children to learn through play and free exploration activities, to help children understand scientific concepts and gain a preliminary understanding of modern technology through observation, and interesting as well as simple science experiments. Such activities can help inspire children's exploratory spirit and develop their scientific literacy. Since the staff establishment and expenditure involved in the various work above is subsumed under the recurrent expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB040

(Question Serial No. 0731)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is indicated under Matters Requiring Special Attention in 2023-24 that the Education Bureau will “launch the Business-School Partnership Programme 2.0 with more business partners covering more industries, to widen students’ exposure and enhance life planning”. In this connection, will the Government advise this Committee of the following –

1. the respective numbers of participating business partners and schools, programmes held (with programme names and contents) and student beneficiaries of the Business-School Partnership Programme in the past year;
2. the estimated expenditure on the Business-School Partnership Programme 2.0 for the coming year; and whether any key performance indicators (KPIs) for the programme have been set with regard to the numbers of participating business partners and schools, programmes to be held and student beneficiaries;
3. whether the Business-School Partnership Programme 2.0 will cater for the individual needs of students with special educational needs; if yes, of the details; if no, of the reasons.

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 22)

Reply:

1. In the 2021/22 school year, about 660 schools have participated in more than 980 activities organised by about 110 Business-School Partnership Programme (BSPP) partners. Almost 72 000 student participants have participated in the activities, which include work experience programmes, workplace visits, job shadowing, career talks, workshops and career expos.
2. The Education Bureau (EDB) will launch BSPP 2.0 with more business partners covering more industries, to widen students’ exposure and enhance life planning. It is targeting to increase the number of business partners by 15% (about 60 business

partners) in the 2022/23 school year. EDB has been actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees under the Qualifications Framework to encourage their member organisations to join BSPP 2.0 and is confident that the above target will be attained. As society is resuming normalcy in full, EDB expects that the number of activities organised by business partners, as well as the number of participating schools and student beneficiaries will increase significantly for the coming year as compared to the time of the epidemic. EDB will deploy existing resources to implement the relevant work. As the expenditure involved has been subsumed under EDB's departmental expenditure, the information requested is not available.

3. EDB has been promoting collaboration between schools and business corporations under BSPP to provide students (including students with special educational needs (SEN)) with career exploration opportunities, and encouraging business partners to organise diversified career exploration activities for students with SEN. Under BSPP 2.0, EDB will continue the above efforts to provide more and a wider range of career exploration and work experience activities for students (including students with SEN), covering an even wider range of industries and occupations. Schools may apply, on behalf of their students, for participation in the activities under BSPP 2.0 in the light of their learning needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 0732)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The School Nominations Direct Admission Scheme (SNDAS) was launched in the 2022/23 academic year and will continue into the 2023/24 academic year. In this connection, please advise this Committee of the following –

1. What was the expenditure incurred by SNDAS in the 2022/23 academic year?
2. How many SNDAS applications for the next academic year have been received as at 1 March 2023? What is the estimated expenditure incurred by SNDAS for the next academic year?
3. Given that SNDAS is intended to be a “programme-student matching exercise” that provides opportunities for secondary students who have demonstrated exceptional talents and interests in specific disciplines or areas to be considered for direct admission to local universities, will the Administration consider introducing a “graduate tracking survey” into the scheme, so as to ensure that the student beneficiaries will be able to give back and contribute to society with their professional expertise? If yes, what are the details? If no, what the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 23)

Reply:

The School Nominations Direct Admission Scheme (SNDAS) was introduced in the 2022/23 academic year with the aim of recognising the talents of students that could not be fully assessed by the Hong Kong Diploma of Secondary Education Examination. It allows students who have demonstrated exceptional or diversified talents to be matched with programmes that suit their potential and provides opportunities for them to be considered for direct admission to local universities.

A total of 766 valid nominations were received from 403 secondary schools for the inaugural cohort of SNDAS. In total, 186 students accepted the offers and commenced study for their chosen University Grants Committee (UGC)-funded undergraduate programmes in September 2022. The nomination period for the second cohort of SNDAS ended in early December 2022, with a total of 720 valid nominations received from about 380 secondary schools. Participating UGC-funded universities will arrange interviews for all students nominated for SNDAS to consider their applications. As SNDAS is still in its early stages of implementation, the Education Bureau (EDB) will continue to communicate with the participating universities and review the operation as necessary, including to understand students' development after graduation.

The implementation of SNDAS is mainly handled by the participating secondary schools and universities, and reported to EDB for verification. As the manpower and expenditure incurred by EDB are subsumed within its overall establishment and expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB042

(Question Serial No. 0740)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Apart from providing school places for newly-arrived children and young people, the Education Bureau (EDB) also provides them with the Induction Programme through non-governmental organisations (NGOs) and the full-time Initiation Programme before they enrol in mainstream schools. Schools which admit newly-arrived children also receive grants from EDB for organising school-based support programmes to help these children integrate into the local education system. In this connection, will the Government advise this Committee of the following –

1. the list of NGOs organising the Induction Programme for newly-arrived children and young people, name of programmes, number of beneficiaries and the expenditure involved in the past year;
2. the number of newly-arrived children admitted by public sector primary and secondary schools in the territory last year, and the total expenditure on the grants for these schools;
3. the amount of provision allocated for supporting newly-arrived children and young people out of the additional financial provision under this Programme for the coming year, which is an increase of \$950 million (91.4%) over the revised estimate for last year, given that quarantine-free travel between the Mainland and Hong Kong has resumed earlier and the number of newly-arrived children and young people is expected to rise significantly.

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 31)

Reply:

1. In the 2021/22 school year, 24 NGOs participated in offering the Induction Programme for newly-arrived children and young people. The list of the organisations concerned is set out at Annex. The number of beneficiaries of the Induction Programme was about 290, and the expenditure involved was about \$600,000.

2. As EDB does not require primary and secondary schools to keep a record of whether students being admitted are new arrivals in Hong Kong or not, statistics on the number of newly-arrived children attending primary and secondary schools are not available. In the 2021/22 school year, the total expenditure on the School-Based Support Scheme Grant provided to schools by EDB was about \$11.4 million.
3. In the 2023/24 school year, the estimated expenditure on the Induction Programme, Initiation Programme and School-Based Support Scheme Grant for supporting newly-arrived children and young people is about \$50.3 million.

List of organisations participating in offering the Induction Programme for newly-arrived children and young people in the 2021/22 school year

Caritas Youth and Community Service
S.K.H. Holy Carpenter Church Community Centre
International Social Service (Hong Kong Branch)
H.K.S.K.H. Lady MacLehose Centre
Yan Oi Tong Community Centre
AKA Social Service
Chinese Young Men's Christian Association of Hong Kong
Christian Action
The Church of United Brethren in Christ, Hong Kong Limited
Evangelical Lutheran Church Social Service - Hong Kong
The Kowloon City Christians' Church
The Salvation Army
The Mongkok Kai-fong Association Limited
Asian Outreach Hong Kong Limited
Free Methodist Church Tuen Mun Children and Youth Integrated Services Centre
Shan King Integrated Children and Youth Services Centre of Seventh-Day Adventists
Kwun Tong Methodist Social Service
Mission to New Arrivals Limited
Hong Kong Christian Service
New Home Association Limited
Apostolic Faith Church of Hong Kong Limited - Favour Centre
Shatin Baptist Church
Jian Hua Foundation Limited
Chu Kuang Cultural Services Foundation Limited

- End -

CONTROLLING OFFICER'S REPLY

EDB043

(Question Serial No. 0743)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2023/24 academic year, the Government will launch the Diploma of Applied Education (DAE) Programme on a regular basis in place of the existing Diploma Yi Jin (DYJ) Programme, and will continue to review the implementation of the Pilot Project on the Development of Applied Degree Programmes and proactively explore the launch of more programmes, so as to further enhance the vocational and professional education and training progression pathway at the post-secondary education level. Please advise of the following –

1. the total numbers of students enrolled on DYJ Programme, names of institutions offering the programme, their numbers of students and teachers, and the amounts of subsidies received in the past 3 years; and
2. the estimated total number of students enrolled on DAE Programme, names of institutions offering the programme, their numbers of students and teachers, and the amount of subsidies to be received in the coming year.

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 34)

Reply:

1. The numbers of students and teachers of various institutions offering the Diploma Yi Jin (DYJ) Programme in the 2019/20 to 2021/22 academic years are tabulated below –

Number of students

Name of institution offering DYJ Programme	2019/20	2020/21	2021/22
School of Continuing Education, Hong Kong Baptist University	572	396	409
Caritas Institute of Community Education	969	916	864
Hong Kong College of Technology	1 224	1 368	1 475
Hong Kong Institute of Technology	932	1 043	908
Lingnan Institute of Further Education	408	294	353

Name of institution offering DYJ Programme	2019/20	2020/21	2021/22
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	601	555	453
School of Business and Information Systems, Vocational Training Council	194	130	148

Number of teachers

Name of institution offering DYJ Programme	2019/20	2020/21	2021/22
School of Continuing Education, Hong Kong Baptist University	56	46	46
Caritas Institute of Community Education	66	156	122
Hong Kong College of Technology	107	61	102
Hong Kong Institute of Technology	58	63	63
Lingnan Institute of Further Education	44	26	30
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	93	60	53
School of Business and Information Systems, Vocational Training Council	13	11	19

The amounts of tuition fees reimbursed to DYJ students during the said periods are tabulated below –

	2019/20 academic year (\$ million)	2020/21 academic year (\$ million)	2021/22 academic year (\$ million)
Amount of tuition fees reimbursed	68.3	71.1	66.5*

* As at 31 January 2023, a small number of tuition fee reimbursement cases are still being processed.

- Starting from the 2023/24 academic year, the Diploma of Applied Education (DAE) Programme will be offered by eight post-secondary institutions, including the seven institutions currently offering DYJ Programme and UOW College Hong Kong. DAE Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2023/24 academic year, which is comparable to the current DYJ Programme. Subject to the actual circumstances, the institutions concerned will make adjustments as necessary to meet the demands. Same as DYJ Programme, both full-time and part-time eligible DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy students meeting the assessment criteria for full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course.

- End -

CONTROLLING OFFICER'S REPLY

EDB044

(Question Serial No. 2099)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the following –

1. the average actual expenditure per student attending aided primary and secondary schools in the past 3 years; and
2. the respective average expenditure per student attending aided primary and secondary schools and primary and secondary schools under the Direct Subsidy Scheme in 2023-24, with the figures set out in table form.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 34)

Reply:

1. The average amounts of subsidy for each student in aided primary schools and aided secondary schools under the General Revenue Account in the past 3 years are tabulated below –

	2020-21 Actual	2021-22 Actual	2022-23 Revised Estimate
	\$	\$	\$
Aided primary schools	74,094	74,352	77,450
Aided secondary schools	96,184	95,193	95,020

2. The average amounts of subsidy for each student in aided primary schools, primary schools under the Direct Subsidy Scheme, aided secondary schools and secondary schools under the Direct Subsidy Scheme under the General Revenue Account for 2023-24 are tabulated below –

	2023-24 Estimate \$
Aided primary schools	82,210
Primary schools under the Direct Subsidy Scheme	77,710
Aided secondary schools	99,800
Secondary schools under the Direct Subsidy Scheme	81,230

- End -

CONTROLLING OFFICER'S REPLY

EDB045

(Question Serial No. 2118)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In the past year, the simplified procedures for fee revision applications were introduced under the Kindergarten (KG) Education Scheme (the Scheme). In this connection, please set out the following –

1. the number and ratio of KGs that froze school fees under the Scheme;
2. the number and ratio of KGs that reduced school fees under the Scheme, as well as the decrease level;
3. the number and ratio of KGs operating half-day classes that increased school fees by not more than 1.3%, as well as the increase level;
4. the number and ratio of KGs operating whole-day (WD) classes that had annual school fees at \$10,840 or below with an increase of not more than 5%, as well as the increase level;
5. the number and ratio of KGs operating WD classes that had annual school fees above \$10,840 with an increase of not more than 1.3%, as well as the increase level;
6. the number and ratio of KGs that were not granted approval for increasing school fees, as well as the reasons therefor; and
7. Under the co-payment principle between the Government and parents, parents have to pay part of the school fees for WD classes under the Scheme. Apart from such subsidies as the “KG and Child Care Centre Fee Remission Scheme”, the “Grant for School-related Expenses for KG Students” and the “Student Grant”, are there any other measures in place to alleviate parents’ financial burden caused by an increase in school fees? If yes, what are the details; if no, what are the reasons?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 4)

Reply:

1. to 6.

The operating costs and expenditures vary among kindergartens (KGs), and individual KGs will revise their school fees in light of their actual operational needs. The Education Bureau (EDB) has established a stringent mechanism to review the fee revision applications of KGs joining the Kindergarten Education Scheme (Scheme-KGs). In vetting school fee applications, the primary considerations are the overall financial status and actual operation of KGs. The purposes of revising expenditure items generally include salary adjustment, improvement on the teacher-pupil ratio and school facility enhancement, among others. In all circumstances, Scheme-KGs are not allowed to charge school fees exceeding the ceilings prescribed by EDB.

To reduce schools' administrative work, starting from the applications for revision of school fees for the 2021/22 school year, EDB has implemented simplified procedures under which Scheme-KGs meeting certain criteria (such as freezing or reducing school fees, or increasing school fees not exceeding specified levels) are only required to submit simple information for applications. EDB has also been enhancing the implementation arrangements and details of the measure.

Regarding the applications for revision of school fees for the 2022/23 school year, simplified procedures were adopted by around 590 Scheme-KGs (Note 1), among which, about 73% applied for freezing the school fees, less than 1% applied for fee reduction, while about 26% applied for fee increase (Note 2). The distribution of KGs that adopted the simplified procedures in applications for increase of school fees is tabulated as follows –

Category of the local classes	Application for school fee increase level	Percentage in terms of all KGs operating the classes concerned which adopted the simplified procedures in applications for increase of school fees
Half-day (HD) classes	Increase of not more than 1.3%	4%
Whole-day (WD) classes	Proposed annual school fees at \$10,840 or below: increase of not more than 5%	68%
	Proposed annual school fees above \$10,840: increase of not more than 1.3%	28%

In general, all the fee revision applications for local classes for the 2022/23 school year submitted by Scheme-KGs adopting the simplified procedures were approved.

7.

Families with financial needs may apply for fee remission under the KG and Child Care Centre Fee Remission Scheme (Fee Remission Scheme) and the Grant for School-related Expenses administered by the Student Finance Office to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under the Fee

Remission Scheme has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective half-day and whole-day Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees. In addition, a student grant of \$2,500 is provided for each secondary day-school, primary school and KG student per school year. The provision of the grant has been regularised starting from the 2020/21 school year to alleviate parents' burden in defraying education expenses.

Note:

1. Figures only reflect the situation for KGs' fee revision applications for the 2022/23 school year. As individual KGs may put forward amendments after submitting the applications, the eventual number of KGs which adopted the simplified procedures in fee revision applications, as well as the level of fee revision in their final applications may be different.
2. KGs operating both HD and WD classes are concurrently counted in the respective category under HD or WD classes. Some KGs concurrently applied for freezing, reducing and/or increasing school fees in respect of individual classes.

- End -

CONTROLLING OFFICER'S REPLY

EDB046

(Question Serial No. 2119)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Ever since the implementation of the Kindergarten (KG) Education Scheme (the Scheme), the teaching and administrative workload has increased significantly for KG teachers, leaving them overloaded with stress and causing them to leave the industry one after the other. In recent years, the wastage rate of KG teachers has remained at double digits. The wastage rate this year is even as high as 17.6%. If the condition persists, it may harm the inheritance of the early childhood education industry. In this connection, please advise this Committee of the following –

1. In recent years, the Education Bureau (EDB) has provided several one-off purpose-specific grants to KG to enhance KG education. However, the additional grants have brought extra workload to KG teachers. Will EDB consider deploying additional manpower to support and implement the above measures?
2. What were the wastage figure and wastage rate of KG teachers in the past 3 school years? What were the years of service, academic qualifications and salaries of these teachers? Has any study or review been conducted on the wastage of KG teachers?
3. In each of the past 3 school years, what were the respective salary ranges, average salaries and median salaries of the teachers serving in KGs that operate half-day, whole-day and long whole-day classes (with a breakdown by rank and length of service)? What were the respective numbers of KG teachers earning salaries at the lower ends of the salary ranges by rank? What were their percentages to the total number of teachers in the respective ranks?
4. Is there a timetable for introducing a salary scale for KG teachers to provide further salary protection for them? If yes, what are the details? If no, what are the reasons?
5. Under the operating pressure of KGs, some long-serving teachers receiving higher salaries are often subject to retrenchment. Will the Government provide a tide-over

grant to subsidise KGs to retain these teachers? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 5)

Reply:

1.

All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified with operational flexibility. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector, and supporting the sustainable development of KGs in various ways, while striving for a balance between effective monitoring and the streamlining of administration. For example, to reduce the administrative work and bring greater convenience to schools, we have implemented simplified procedures for fee revision applications by KGs under the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) starting from the 2021/22 school year. About 80% of Scheme-KGs were benefitted from the simplified procedures. For fee revision in the 2022/23 and 2023/24 school years, the coverage of simplified procedures is further expanded and the number of schedules to be completed by KGs adopting general procedures is also reduced. Besides, a number of enhanced support measures for Scheme-KGs were announced in the Chief Executive's 2022 Policy Address to support the sustainable development of KGs, including the provision of a one-off "Smart KG" Grant to assist KGs in digitalising school administration and enhancing work efficiency.

Starting from the 2023/24 school year, the procedures for applications to join the Scheme have also been simplified, allowing KGs that meet the relevant requirements to be approved to join or stay in the Scheme for a valid period of two years, instead of having to submit an application every year. By streamlining other administrative work and strengthening the relevant training, we provide the means for the responsible school personnel to better understand the relevant principles so as to enable them to promptly and accurately submit the required information when making various applications. EDB also provides an online platform to support KGs in processing various school administrative work such as reporting and updating students' information, and submitting annual audited accounts.

Moreover, KGs may use their provision to flexibly arrange manpower resources to assist with various tasks based on their school-based needs, including employment of supporting staff such as clerks and administrative assistants, or through hire of services.

3.

The salary ranges for teachers of Scheme-KGs from the 2020/21 to 2022/23 school years are set out at Annex. As some of the teachers who serve in KGs providing both half-day (HD) and whole-day (WD) services teach in both HD and WD classes, it is inappropriate for us to provide information on teacher salaries by KGs operating HD, WD and long whole day (LWD) classes. In addition, unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. The ranks we proposed (e.g. senior teacher, vice-principal) are for KGs' reference only and KGs may establish their own ranks in the light of school-based needs. Hence, analysis on teacher salaries by rank is not available.

The average and median salaries of teachers in Scheme-KGs by length of service from the 2020/21 to 2022/23 school years are tabulated below –

Length of service	Monthly salary of teachers	2020/21 School year	2021/22 School year	2022/23 School year (provisional figures)
≤10 years	Average salary	\$26,874	\$27,271	\$27,699
	Median salary	\$26,060	\$26,823	\$27,045
>10 years to ≤20 years	Average salary	\$33,994	\$34,137	\$34,507
	Median salary	\$33,636	\$33,776	\$33,935
>20 years	Average salary	\$33,996	\$34,668	\$35,704
	Median salary	\$33,720	\$35,040	\$35,915

From the 2020/21 to 2022/23 school years, only a small proportion of teachers in Scheme-KGs were earning the starting salaries at the recommended ranges of monthly salary. Details are as follows –

	No. of teachers	Percentage
2020/21		
Teachers' salary equivalent to \$22,790	317	3.4%
2021/22		
Teachers' salary equivalent to \$22,790	452	5.1%
2022/23 (provisional figures)		
Teachers' salary equivalent to \$23,360	584	7.3%

Note: Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.

2, 4 & 5.

The number of drop-out teachers and wastage rates of Scheme-KGs, their average years of service, average monthly salaries and academic qualifications from the 2020/21 to 2022/23 school years are tabulated below –

Drop-out teachers (Note)	2020/21 School year	2021/22 School year	2022/23 School year (provisional figures)
No. of drop-out teachers	1 034	1 355	1 810
Wastage rate (Note)	9.4%	12.5%	17.5%
Average years of service	12.5	12.7	13
Average monthly salary	\$26,277	\$28,479	\$28,914
No. of teachers with Certificate in Early Childhood Education (C(ECE)) or above qualifications	965	1 304	1 726

Note:

“Drop-out teachers” refer to teachers who were serving in a KG concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned. “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers in the KGs concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year.

It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons. To retain and attract quality teachers, Scheme-KGs are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers’ salary portion, which must be used on teachers’ salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers’ salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers’ salary portion and the whole unit subsidy will be clawed back to EDB. The above various measures would encourage schools’ optimal use of the subsidy on teachers’ salaries.

To allow Scheme-KGs to deploy resources more flexibly, starting from the 2021/22 accounting year, the teachers’ salary portion (60%) and the other operating cost portion (40%) will be combined when calculating the reserve ceiling for the accumulated surplus of unit subsidy, i.e. the calculation of the reserve ceiling is based on the whole unit subsidy. To further support the sustainable development of Scheme-KGs and their delivery of quality KG education, a special arrangement will be made in the 2021/22 to 2025/26 accounting years. The reserve ceiling of unit subsidy will be uplifted from 12 months to 18 months of the provision, so that Scheme-KGs can make use of the flexibility under the Scheme to deploy resources more flexibly to meet school-based needs (including retaining experienced teachers).

In August 2021, EDB completed a review on the Scheme, which covered the feasibility of introducing a salary scale for KG teachers. As KGs’ mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents’ needs, which facilitates the sustainable development of the sector.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

**Salary ranges for teachers under the Kindergarten Education Scheme (the Scheme)
from the 2020/21 to 2022/23 school years**

Rank of teaching staff	Salary range (\$)		
	2020/21 School year	2021/22 School year	2022/23 School year
Class Teacher	22,790 – 40,530	22,790 – 40,530	23,360 – 41,540
Senior Teacher	30,400 – 48,140	30,400 – 48,140	31,160 – 49,340
Vice Principal	37,990 – 53,200	37,990 – 53,200	38,940 – 54,530
Principal II	43,070 – 59,540	43,070 – 59,540	44,150 – 61,030
Principal I	50,660 – 67,140	50,660 – 67,140	51,930 – 68,820

Notes:

- (1) The salary ranges for teaching staff apply to teachers with C(ECE) or above qualifications.
- (2) Starting from the 2018/19 school year, the salary-related subsidies for teaching staff and the salary ranges for teaching staff under the Scheme are adjusted according to the annual civil service pay adjustment on a school year basis. As the Government announced a pay freeze for civil servants in 2020-21 and 2021-22, the salary ranges for teaching staff in Scheme-KGs remain unchanged in the 2020/21 and 2021/22 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB047

(Question Serial No. 2120)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates for 2023-24 that a supply teacher grant will be launched for kindergarten teachers. Please advise on the details of the grant, the estimated total amount of provision required, the number of teacher beneficiaries and amount of grant to be received by each kindergarten teacher.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 6)

Reply:

Since implementation of the Kindergarten (KG) Education Scheme (the Scheme) from the 2017/18 school year, the Government has been enhancing existing grants or providing additional grants in view of the needs of the KG sector. Starting from 2019, the Education Bureau (EDB) has been offering a "Staff Relief Grant for Staff Taking Paid Maternity Leave" to KGs for employment of supply teachers and substitute staff to temporarily take up the duties of the staff eligible for taking paid maternity leave. With effect from the 2023/24 school year, EDB will provide all KGs joining the Scheme with additional funding for employment of supply teachers to temporarily substitute teachers on sick leave. The estimated total provision would be about \$15 million, while relevant details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB048

(Question Serial No. 2122)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to the Hong Kong's birth statistics and the Education Bureau (EDB)'s projection, a structural and continuous decrease is observed in the projected school-age population, and kindergartens (KGs) and primary schools are confronting the crisis of the first and second rounds of class reduction and school closure. The increase/decrease of primary classes can largely be reflected by deducting the number of classes with Primary One (P1) intakes from that of classes with Primary Six (P6) graduates ^{Note 1}. As for KGs, the increase/decrease of classes is calculated by deducting the number of classes with Kindergarten 1 (K1) intakes from that of Kindergarten 3 (K3) graduates where positive figures denote class reduction and negative figures denote class addition. The number of teaching posts in KGs as well as primary and secondary schools will increase or decrease along with the change in number of classes. Will the Government provide the following figures and explain its policy in relation to part (6):

- (1) the respective number of students in KGs and primary schools in each of the 18 districts, as well as the grand total in the past 3 school years and the projected total in the next 2 school years (i.e. 2023/24 and 2024/25);
- (2) the respective number of P6 graduates and P1 intakes in each of the 18 districts in the past 3 school years and the projected number in the next 2 school years (i.e. 2023/24 and 2024/25);
- (3) the respective number of K3 graduates and K1 intakes in each of the 18 districts in the past 3 school years and the projected number in the next 2 school years (i.e. 2023/24 and 2024/25);
- (4) the respective number of classes added/reduced in KGs and primary schools in each of the 18 districts, as well as the grand total in the past 3 school years and the projected total in the next 2 school years (i.e. 2023/24 and 2024/25);

- (5) the respective number of teaching posts increased/decreased in KGs and primary schools in each of the 18 districts, as well as the grand total in the past 3 school years and the projected number in the next 2 school years (i.e. 2023/24 and 2024/25); and
- (6) According to the projected birth statistics, KGs and primary schools will confront class reduction or even school closure in the next 2 school years, and teaching posts may not be retained. What are the relief proposals for stabilising the ecology of the education sector?

Note 1: Apart from P1 intakes and P6 graduates, the number of approved classes of each school will be re-determined based on the student headcount of each class in the first month of each school year, and the number of classes will be reduced if the headcount is below the threshold. Given the higher number of emigrants in recent years, many schools have to reduce their number of classes.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 10)

Reply:

(1) to (3)

The respective numbers of students in kindergartens (KGs) and primary schools by district and grade from the 2020/21 to 2022/23 school years are set out at Annex 1 and Annex 2.

Figures on projected mid-year school-age population aged 3 to 5 residing in Hong Kong by district from 2023 to 2024 are set out at Annex 3. Children aged 3 (or aged 5) are generally considered suitable for attending the Nursery (K1) class (or Upper Kindergarten (K3) class).

Figures on projected mid-year school-age population aged 6 to 11 residing in Hong Kong by district from 2023 to 2024 are set out at Annex 4. Children aged 6 (or aged 11) are generally considered suitable for attending the Primary One (P1) class (or Primary Six (P6) class).

The population projections cover children aged 3 to 5 (or aged 6 to 11), irrespective of whether they are enrolled in schools or not. Students under or above the age group concerned may also enrol in KGs (or primary schools), and parents may choose a school for their children in districts other than their residential districts. In this regard, the figures provided should not be taken as the projected number of students in KGs and primary schools.

(4) to (6)

Kindergartens

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Planning on pre-primary services is based on the number of places instead of the number of classes. Unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. The number of teachers in KGs joining the KG Education Scheme (Scheme-KGs) are only required to fulfil the basic requirement of the overall teacher-to-pupil ratio of 1:11. If necessary, schools may employ additional teachers, teaching assistants and other supporting staff to meet school-based needs. Besides, the ranks we proposed (e.g. senior teacher, vice-principal) are for KGs' reference only, and KGs may

establish their own ranks in light of school-based needs. Hence, such information as the numbers of classes and teaching posts in KGs is not available.

To retain and attract quality teachers, Scheme-KGs are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers' salary portion, which must be used on teachers' salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers' salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers' salary portion and the whole unit subsidy will be clawed back to the Education Bureau (EDB). The above various measures would encourage schools' optimal use of the subsidy on teachers' salaries.

Public sector primary schools

The increase or decrease in the number of classes approved in public sector primary schools in each district from the 2020/21 to 2022/23 school years when compared to that in the preceding school year is as follows –

District	2020/21 school year	2021/22 school year	2022/23 school year
Central & Western	1	-2	-6
Wan Chai	-3	-3	-8
Eastern	-4	-9	-20
Southern	1	-5	-10
Sham Shui Po	2	-2	-3
Yau Tsim Mong	-4	-6	-11
Kowloon City	-5	-4	-6
Wong Tai Sin	4	-9	-19
Kwun Tong	-1	-9	-8
Tsuen Wan	-2	-4	-7
Tuen Mun	-14	-10	-21
Yuen Long	-16	-23	-19
North	-13	-3	24
Tai Po	5	-3	-6
Sha Tin	0	-7	-14
Sai Kung	9	0	-20
Islands	11	2	-3
Kwai Tsing	2	-6	-7

Since the demand for school places in each district is affected by different factors, including completion of new development areas projects, demographic changes, number of newly-arrived children, parental choices (such as whether to get admission to public sector schools or other types of schools), etc., the projected adjustment in the number of classes in primary schools in each district in the coming 2 school years is not available.

As for the number of regular teaching posts provided for public sector schools each year, adjustment is made according to factors such as the number of classes approved, teacher-to-class ratio and additional regular teaching posts provided under various initiatives. On the

other hand, apart from making use of the cash grant provided by EDB to employ teaching staff, aided schools may also flexibly opt to obtain a cash grant by freezing up to 10% of their teaching establishment, and use the grant to appoint teaching-related staff, procure education-related services or employ specialist staff to meet their school-based development and operational needs. Given that the change in the number of teaching posts in each district does not reflect the actual impact of the increase or decrease in the number of classes approved in the district concerned, and EDB does not keep a record of the total number of teaching posts provided by all local primary schools, no relevant information is available.

Given that the continuous decline in school-age population is not transient but structural, EDB will accord top priority to the interests of students and aim for a “soft landing” when planning for future development. The number of schools would be adjusted in a gradual and orderly manner to ensure education quality and optimal use of public resources. Noting the projection of the future demand for school places, EDB is proactively communicating with school sponsoring bodies with a view to planning ahead schools’ development options, which include ceasing the operation of schools with prolonged under-enrolment; merging or reprovisioning schools to districts with new demand for school places, etc.. As such, the impact arising from the structural decline in school-age population could be alleviated as far as possible.

**Number of students in KGs by district and grade
from the 2020/21 to 2022/23 school years**

District	2020/21 school years				2021/22 school years				2022/23 school years			
	K1	K2	K3	Total	K1	K2	K3	Total	K1	K2	K3	Total
Central & Western	2 106	2 191	1 665	5 962	1 923	2 009	1 598	5 530	1 732	1 828	1 486	5 046
Wan Chai	2 245	2 322	2 198	6 765	2 168	2 165	2 138	6 471	2 157	2 022	1 795	5 974
Eastern	3 374	3 505	3 191	10 070	3 041	3 241	3 074	9 356	2 822	2 882	2 895	8 599
Southern	1 292	1 433	1 386	4 111	1 139	1 350	1 286	3 775	981	1 114	1 084	3 179
Sham Shui Po	3 252	3 471	3 295	10 018	3 089	3 270	3 401	9 760	2 873	3 066	3 169	9 108
Yau Tsim Mong	1 909	2 071	1 778	5 758	1 868	1 976	1 757	5 601	1 719	1 772	1 621	5 112
Kowloon City	6 941	7 142	6 625	20 708	6 282	6 844	6 365	19 491	6 010	6 222	5 992	18 224
Wong Tai Sin	2 020	2 220	2 247	6 487	1 898	1 993	2 202	6 093	1 673	1 869	1 953	5 495
Kwun Tong	3 650	3 883	4 057	11 590	3 275	3 631	3 839	10 745	2 950	3 231	3 546	9 727
Tsuen Wan	2 045	2 187	2 250	6 482	1 917	1 996	2 092	6 005	1 894	1 856	1 891	5 641
Tuen Mun	3 640	3 851	3 759	11 250	3 328	3 550	3 664	10 542	3 181	3 194	3 288	9 663
Yuen Long	5 319	5 498	5 108	15 925	4 967	5 228	5 280	15 475	4 606	4 779	4 891	14 276
North	2 531	2 870	2 795	8 196	2 310	2 459	2 709	7 478	2 285	2 452	2 522	7 259
Tai Po	2 041	2 164	1 998	6 203	1 914	2 031	2 013	5 958	1 704	1 819	1 809	5 332
Sha Tin	4 243	4 693	4 419	13 355	4 024	4 261	4 363	12 648	3 791	3 926	3 820	11 537
Sai Kung	2 928	2 975	2 702	8 605	2 761	2 808	2 744	8 313	2 803	2 565	2 436	7 804
Islands	1 325	1 439	1 236	4 000	1 351	1 375	1 207	3 933	1 163	1 333	1 111	3 607
Kwai Tsing	3 016	3 280	3 154	9 450	2 748	3 012	3 022	8 782	2 641	2 716	2 736	8 093
All districts	53 877	57 195	53 863	164 935	50 003	53 199	52 754	155 956	46 985	48 646	48 045	143 676

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures include the K1, K2 and K3 classes in KG-cum-child care centres.
(3) School districts are delineated by the District Council districts of the school premises.

**Number of students in primary schools by district and grade
from the 2020/21 to 2022/23 school years**

District	P1	P2	P3	P4	P5	P6	Total
2020/21 school year							
Central & Western	2 006	2 033	2 135	2 050	1 896	1 835	11 955
Wan Chai	2 279	2 293	2 403	2 291	2 114	2 086	13 466
Eastern	3 613	3 472	3 789	3 681	3 651	3 532	21 738
Southern	2 749	2 508	2 545	2 552	2 359	2 120	14 833
Sham Shui Po	4 052	3 874	4 045	4 030	3 729	3 515	23 245
Yau Tsim Mong	2 674	2 696	2 902	2 591	2 518	2 432	15 813
Kowloon City	5 714	5 661	5 931	5 717	5 410	5 392	33 825
Wong Tai Sin	2 692	2 680	2 970	3 079	3 016	2 973	17 410
Kwun Tong	4 224	4 405	4 926	4 718	4 428	4 499	27 200
Tsuen Wan	2 206	2 226	2 364	2 361	2 180	2 193	13 530
Tuen Mun	3 830	3 869	4 261	4 325	4 099	4 106	24 490
Yuen Long	5 126	5 073	5 681	5 705	5 465	5 348	32 398
North	2 622	2 756	3 401	3 446	3 329	3 142	18 696
Tai Po	2 578	2 508	3 029	2 892	2 827	2 605	16 439
Sha Tin	5 385	5 409	5 988	5 859	5 312	5 263	33 216
Sai Kung	3 173	3 042	3 211	3 188	2 752	2 899	18 265
Islands	1 449	1 451	1 662	1 491	1 358	1 240	8 651
Kwai Tsing	3 055	2 960	3 360	3 327	3 188	3 197	19 087
All districts	59 427	58 916	64 603	63 303	59 631	58 377	364 257
2021/22 school year							
Central & Western	1 790	1 911	1 862	1 945	1 815	1 677	11 000
Wan Chai	2 229	2 186	2 172	2 213	2 097	1 890	12 787
Eastern	3 388	3 313	3 358	3 727	3 518	3 469	20 773
Southern	2 683	2 485	2 457	2 492	2 478	2 071	14 666
Sham Shui Po	3 758	3 877	3 775	3 949	3 895	3 419	22 673
Yau Tsim Mong	2 546	2 593	2 581	2 659	2 436	2 380	15 195
Kowloon City	5 592	5 360	5 366	5 586	5 234	4 960	32 098
Wong Tai Sin	2 464	2 617	2 640	2 884	2 966	2 865	16 436
Kwun Tong	4 060	4 302	4 315	4 787	4 606	4 332	26 402
Tsuen Wan	2 034	2 158	2 136	2 259	2 241	2 079	12 907
Tuen Mun	3 646	3 682	3 762	4 061	4 142	3 915	23 208
Yuen Long	4 827	5 032	4 893	5 463	5 473	5 233	30 921
North	2 407	2 572	2 687	3 297	3 353	3 166	17 482
Tai Po	2 390	2 473	2 396	2 851	2 709	2 658	15 477
Sha Tin	5 054	5 259	5 366	5 831	5 671	5 075	32 256

District	P1	P2	P3	P4	P5	P6	Total
Sai Kung	2 965	3 066	2 928	3 228	2 874	2 778	17 839
Islands	1 309	1 395	1 408	1 571	1 437	1 282	8 402
Kwai Tsing	2 977	2 992	2 935	3 269	3 213	3 086	18 472
All districts	56 119	57 273	57 037	62 072	60 158	56 335	348 994
2022/23 school year							
Central & Western	1 767	1 706	1 699	1 743	1 784	1 626	10 325
Wan Chai	2 185	2 096	2 024	2 049	2 011	1 871	12 236
Eastern	3 097	3 121	3 164	3 244	3 536	3 330	19 492
Southern	2 585	2 367	2 358	2 382	2 380	2 124	14 196
Sham Shui Po	3 783	3 583	3 776	3 649	3 798	3 562	22 151
Yau Tsim Mong	2 436	2 416	2 514	2 345	2 514	2 297	14 522
Kowloon City	5 382	5 205	5 076	5 058	5 214	4 829	30 764
Wong Tai Sin	2 331	2 394	2 539	2 592	2 770	2 840	15 466
Kwun Tong	3 968	4 030	4 216	4 199	4 691	4 459	25 563
Tsuen Wan	1 904	1 937	2 010	2 039	2 145	2 130	12 165
Tuen Mun	3 518	3 499	3 529	3 598	3 851	3 963	21 958
Yuen Long	4 785	4 604	4 759	4 614	5 146	5 221	29 129
North	2 628	2 600	2 768	2 945	3 398	3 323	17 662
Tai Po	2 242	2 263	2 303	2 249	2 647	2 532	14 236
Sha Tin	4 862	4 893	5 063	5 148	5 513	5 410	30 889
Sai Kung	2 890	2 770	2 873	2 908	2 869	2 848	17 158
Islands	1 207	1 232	1 329	1 350	1 511	1 349	7 978
Kwai Tsing	2 749	2 888	2 880	2 868	3 169	3 107	17 661
All districts	54 319	53 604	54 880	54 980	58 947	56 821	333 551

Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.

(2) Figures include ordinary primary schools but not special schools.

(3) School districts are delineated by the District Council districts of the school premises.

**Projected mid-year school-age populations aged 3, 5, and 3 to 5
residing in Hong Kong by district
from 2023 to 2024**

District	2023			2024		
	Aged 3	Aged 5	Aged 3 to 5	Aged 3	Aged 5	Aged 3 to 5
Central & Western	1 600	1 500	4 500	1 700	1 400	4 600
Wan Chai	1 200	1 100	3 300	1 200	1 100	3 400
Eastern	3 100	3 400	9 700	3 100	3 200	9 400
Southern	1 400	1 600	4 600	1 400	1 500	4 400
Sham Shui Po	3 000	3 600	9 900	3 200	3 400	9 700
Yau Tsim Mong	2 500	2 400	7 300	2 500	2 300	7 200
Kowloon City	2 700	2 800	8 400	2 800	2 800	8 300
Wong Tai Sin	2 400	2 800	7 800	2 300	2 700	7 600
Kwun Tong	3 900	4 800	13 200	3 800	4 500	12 400
Tsuen Wan	2 000	2 000	6 000	2 000	2 000	5 900
Tuen Mun	3 600	4 000	11 500	3 600	4 000	11 200
Yuen Long	4 200	4 500	13 100	4 200	4 400	12 700
North	2 600	2 900	8 400	2 500	2 900	8 100
Tai Po	2 300	2 600	7 400	2 600	2 600	7 600
Sha Tin	3 900	4 600	12 800	3 900	4 400	12 200
Sai Kung	3 000	3 200	9 400	3 000	3 200	9 200
Islands	1 400	1 600	4 600	1 600	1 500	4 500
Kwai Tsing	3 400	3 900	11 100	2 800	3 900	10 100
All districts	48 000	53 100	152 900	48 200	51 800	148 300

- Notes: (1) The projected figures on school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) Children aged 3 to 5 are considered suitable for KG education (i.e. K1 to K3).
- (3) Figures refer to the projected numbers of local children (i.e. Hong Kong usual residents) aged 3, 5, and 3 to 5 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 may also receive KG education.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Projected mid-year school-age populations aged 6, 11, and 6 to 11
residing in Hong Kong by district
from 2023 to 2024**

District	2023			2024		
	Aged 6	Aged 11	Aged 6 to 11	Aged 6	Aged 11	Aged 6 to 11
Central & Western	1 400	1 500	8 000	1 400	1 300	7 900
Wan Chai	1 000	1 100	5 700	1 000	800	5 500
Eastern	3 700	4 700	23 800	3 300	3 900	22 300
Southern	1 700	2 400	12 300	1 600	2 100	11 500
Sham Shui Po	3 900	4 800	24 300	3 700	4 000	23 700
Yau Tsim Mong	2 500	2 500	13 300	2 300	2 200	12 800
Kowloon City	3 000	3 900	18 800	2 700	3 100	17 900
Wong Tai Sin	3 000	3 700	18 900	2 900	3 300	18 600
Kwun Tong	5 300	6 600	35 200	4 900	6 500	33 700
Tsuen Wan	2 200	2 300	13 800	2 000	2 200	13 300
Tuen Mun	4 300	4 700	25 300	4 100	4 300	25 100
Yuen Long	5 000	6 100	31 900	4 500	5 200	30 400
North	3 100	3 200	18 400	2 900	3 100	18 100
Tai Po	2 600	2 800	14 800	2 700	2 500	15 000
Sha Tin	5 100	6 700	33 300	4 600	5 600	31 500
Sai Kung	3 500	4 300	22 800	3 200	3 600	21 800
Islands	1 600	2 200	11 200	1 600	1 800	10 600
Kwai Tsing	4 300	4 700	25 400	4 000	3 900	25 000
All districts	57 300	68 000	357 000	53 300	59 400	344 800

- Notes: (1) The projected figures on school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) Children aged 6 to 11 are considered suitable for primary education (i.e. P1 to P6).
- (3) Figures refer to the projected numbers of local children (i.e. Hong Kong usual residents) aged 6, 11, and 6 to 11 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 6 or over the age of 11 may also receive primary education.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB049

(Question Serial No. 2294)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Given the impacts of the falling birth rate and ageing population in individual districts, among others, in Hong Kong in recent years, kindergartens (KGs) have recorded a significant decrease in student enrolment and hence a corresponding decline in the amount of subsidy granted. Under such tough operating conditions, closures of KGs are bound to occur. In this connection, please advise this Committee of the following –

1. In the 2022/23 school year, what is the number of closure confirmations received from KGs and KG-cum-child care centres, as well as their reasons for closure? What is the number of teachers and staff members thus affected?
2. Please set out, with a breakdown by district, the number of K1 vacancies in KGs operating half-day and whole-day classes in the 2023/24 school year as well as the number of KGs with vacancies currently, with a breakdown by district.
3. Will the Administration review the amount of unit subsidy for students, and support the development of the KG sector by providing more subsidies for KGs to tide over their financial difficulties?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 1)

Reply:

1.

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters. From September 2022 to February this year, five KGs will cease operation in, or by the end of the current school year. We do not have information regarding the number of teachers and staff members affected by school closures.

2.

Under the Admission Arrangements for Nursery (K1) Classes in KGs for the 2023/24 school year, the number of K1 vacancies in KGs operating half-day and whole-day classes, as well as the number of KGs with vacancies, broken down by District Council district, are set out at Annex.

3.

Since implementation of the Kindergarten Education Scheme (the Scheme) from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to about \$6 billion per year in recent years. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector, and supporting the sustainable development of KGs in various ways. For instance, during the epidemic, several rounds of one-off subsidies have been provided to support KGs' anti-epidemic work. As for the subsidies provided in the 2022/23 school year, they serve mainly to facilitate KGs' further development. The measures include enhancing support for KGs to promote students' learning of Chinese culture, assisting KGs in digitalising school administration and enhancing work efficiency, support for KGs to continue improving the ventilation of school premises and encouraging more KGs to relocate for further improvement of their school environment. The Education Bureau (EDB) will also provide additional grants to all KGs joining the Scheme (Scheme-KGs) to facilitate the organisation of more experiential learning activities outside classroom for students and employment of supply teachers as temporary relief due to illness, among others, to further enhance the quality of KG education.

Regarding the unit subsidy, the teachers' salary portion is adjusted based on the annual civil service pay adjustment on a school year basis, while that of supporting staff salary and other operating costs are adjusted based on the change in the Composite Consumer Price Index each year. EDB also provides additional school-specific grants to cater for the special circumstances of individual Scheme-KGs or students (such as the Rental Subsidy Scheme and the grant for support to non-Chinese speaking students).

To allow Scheme-KGs to deploy their resources more flexibly, starting from the 2021/22 accounting year, the teachers' salary portion (60%) and the other operating cost portion (40%) will be combined when calculating the reserve ceiling for the accumulated surplus of unit subsidy, i.e. the calculation of the reserve ceiling is based on the whole unit subsidy. To further support the sustainable development of Scheme-KGs and their delivery of quality KG education, a special arrangement will be made in the 2021/22 to 2025/26 accounting years. The reserve ceiling of unit subsidy will be uplifted from 12 months to 18 months of the provision, so that Scheme-KGs can make use of the flexibility under the Scheme to deploy resources more flexibly to meet school-based needs.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

**Number of K1 vacancies in KGs and the number of KGs with vacancies by district
under the Admission Arrangements for Nursery (K1) Classes in KGs
for the 2023/24 school year**

District	Number of K1 vacancies		Number of KGs with vacancies
	Half-day Classes	Whole-day Classes	
Central & Western	163	114	12
Wan Chai	300	104	12
Eastern	1 024	414	40
Southern	323	213	19
Sham Shui Po	677	180	31
Yau Tsim Mong	405	114	12
Kowloon City	666	290	30
Wong Tai Sin	581	356	29
Kwun Tong	922	602	56
Tsuen Wan	707	155	24
Tuen Mun	961	379	44
Yuen Long	705	250	39
North	1 035	218	33
Tai Po	372	104	14
Sha Tin	819	328	42
Sai Kung	439	220	26
Islands	347	181	20
Kwai Tsing	883	458	47

Notes:

1. Figures reflect the position as at 28 February 2023.
2. The number of KGs in each district includes Scheme-KGs and non-Scheme KGs participating in the “Admission Arrangements for Nursery (K1) Classes in KGs for the 2023/24 School Year” and agreeing to release information on their K1 vacancies through EDB.
3. School district is determined by the District Council district in which the school premises are located.

- End -

CONTROLLING OFFICER'S REPLY

EDB050

(Question Serial No. 2295)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Currently, some kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) are located in private housing estates and shopping malls, bearing high rental expenses, while some are facing problems of dilapidated school environments and facilities and a surplus of KG places in the district, resulting in a pressing need to relocate their school premises. In this connection, please provide information on the following –

1. the estimated number of new estate KG premises available for allocation in the next 5 years; and whether the Administration will further extend the Relocation Grant and increase the quota for the Renovation Grant;
2. the number of nominated estate KGs receiving full rental subsidy under the Scheme; and the respective numbers of KGs receiving 25% and 50% rental subsidy; and
3. with the decline in KG enrolments in recent years, the fill-up rate of school premises has been affected and the rental subsidy for KGs has thus been reduced. Will the Government adjust the rental reimbursement mechanism to alleviate the rental pressure of KGs?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 2)

Reply:

1, 2, and 3.

It is stated in 2022 Policy Address that to increase the supply of kindergarten (KG) premises, the Education Bureau (EDB) will provide 10 school premises by the end of 2023 for eligible applicant bodies to compete fairly for the reprovisioning or operation of KGs. Under the prevailing planning mechanism, the Government will continue to reserve sites for KG and school development having regard to the planned population intake and on the basis of the needs for community services, in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines. When there are KG premises in public housing estates available for use, EDB will take into account the supply and demand of KG places of the areas

concerned and other relevant factors, and launch school allocation exercises as appropriate upon receipt of request from the Housing Department. Relevant factors include the demand and supply of KG places in the district concerned, school-age children population projections, reprovisioning needs of existing KGs, and provision of Government-owned quality KG premises to increase the number of KGs that need not charge school fees to defray rental expenses. As the actual completion date of KG premises in proposed public estates is subject to various factors including the progress of construction work, we do not have the exact figures of new KG premises to be made available in the coming five years. EDB will maintain close contact with relevant Government departments and announce the information on KG premises allocation exercises in due course.

Since implementation of the Kindergarten Education Scheme (the Scheme) from the 2017/18 school year, the Government has been providing rental subsidy to KGs joining the Scheme (Scheme-KGs) and operating in rented premises in order to lessen KGs' rental-related financial burden. For accountability and effective use of public resources, Scheme-KGs operating in premises in housing estates as allocated under the EDB-administered school allocation or nomination mechanisms, which are paying rental at concessionary rate as assessed by the Hong Kong Housing Authority (around 50% of market rent) and stipulated in the tenancy agreements, are eligible for full rental subsidy subject to the fill-up rate. For the 2022/23 school year, the numbers of KGs receiving full rental subsidy, 50% and 25% rental subsidy are tabulated below –

	Full subsidy	50% subsidy	25% subsidy	Total
No. of KGs	220	19	1	240

Note: Figures as of February 2023.

With a decline in student population, the number of KGs may be adjusted. While we encourage KGs in districts with ageing population to relocate, school sponsoring bodies (SSBs) operating multiple KGs may consider consolidating the schools under their sponsorship. Starting from 2021, we have been adopting a streamlined mechanism to assess applications for allocation of KG premises and according priority to Scheme-KGs applying for relocation, with a view to nominating suitable SSBs to rent Government-owned KG premises. In addition, a Relocation Grant of \$1.5 million for each school has been provided in the 2020/21 and 2021/22 school years to encourage KGs to relocate so as to improve the school environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts. It is also announced in 2022 Policy Address that to further encourage more KGs to apply for relocation to Government-owned KG premises, we would double the amount of the Relocation Grant in the 2022/23 school year to \$3 million for each school and extend the provision of the Grant by one year to the 2023/24 school year. As for the Renovation Grant, the pilot scheme was launched in the 2020/21 and 2021/22 school years and ended in the school year concerned as scheduled.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB051

(Question Serial No. 2296)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

To safeguard teachers' salaries, under the Kindergarten Education Scheme (the Scheme), 60% of unit subsidy is prescribed as teachers' salary portion and surplus of the 40% portion can be used on teachers' salaries, but not vice versa. In this connection, please provide information on the following –

1. On kindergartens (KGs)' deployment of the surplus of the 40% portion of unit subsidy under the Scheme, what are the percentage and expenses used on subsidising the expenditure on teachers' salaries?
2. On KGs' deployment of the 40% portion of unit subsidy under the Scheme, what are the percentage and expenses used on teaching consumables and regular learning activities for all students?
3. Given the rapid drop of student intakes which has affected the fill-up rate of school premises, will the Government adjust the rental reimbursement mechanism to alleviate KGs' burden of meeting rental expenses? If yes, what are the details? If no, what are the reasons?
4. Please advise whether the Government has monitored and ensured that, under the Scheme, KGs will deploy a reasonable proportion of the 40% portion of unit subsidy on learning and teaching to facilitate the sustainable development of KG education? If yes, what are the details of such monitoring work? If no, what are the reasons?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 3)

Reply:

1, 2 and 4.

All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Under the Kindergarten Education Scheme (the Scheme), the Government will provide funding for KGs joining the Scheme (Scheme-KGs) on a per student basis in the form of a unit subsidy. 60% of the unit subsidy is prescribed as teachers' salary portion, which must be used on teachers' salaries and related expenses (such as Mandatory Provident Fund and long service payment). KGs may deploy any portion of the remaining 40% for teachers' salaries and related expenses, but not vice versa. The unit subsidy covers a wide range of operating expenses. KGs may make use of the subsidy properly in light of their actual needs. A list of the expenditure items chargeable to the subsidies under the Scheme is set out at Annex. In light of KGs' specific features of flexibility and diversity in operation, KGs may deploy the portion of the unit subsidy for other operating expenses (i.e. 40%) according to their actual needs. As such, the requested analysis is not available.

To ensure that the expenditure incurred is reasonable and necessary, KGs are reminded from time to time that they should have sound financial planning and good budgeting, and resources should be appropriately deployed to cover all expenditures within the prepared budget. To effectively monitor schools' financial position, Scheme-KGs shall submit annual audited accounts to the Education Bureau (EDB) at the end of each school year. Each set of audited accounts shall be audited by a certified public accountant (practicing) as defined in the Professional Accountants Ordinance (Cap. 50) and give a true and fair view of the state of the Scheme-KG's affairs, including income and expenditure, and balances of individual subsidy accounts. When EDB considers whether a KG is eligible to stay in the Scheme, one of the requirements is submission of the annual audited accounts, as well as follow-up actions taken and rectification made in accordance with EDB's requirements. In addition, EDB will select in a timely manner a certain number of KGs to undergo audit inspections, and will evaluate whether the books of accounts, accounting operations and internal control meet the requirements under the Scheme. If anomalies in accounting operations and/or procurement activities are found during the audit inspections conducted by EDB, the KGs concerned should step up their efforts to rectify the situation.

On top of that, EDB will monitor and support KGs in making good use of the subsidies concerned to enhance learning and teaching through school visits, scrutiny of documents submitted by KGs and daily communications with them in a continuous manner, so as to facilitate the sustainable development of KG education.

3.

Since implementation of the Scheme from the 2017/18 school year, the Government has been providing rental subsidy to Scheme-KGs operating in rented premises in order to lessen KGs' rental-related financial burden. For accountability and effective use of public resources, Scheme-KGs in housing estates operating in premises allocated under the EDB-administered school allocation or nomination mechanisms, which are paying rental at concessionary rate as assessed by the Hong Kong Housing Authority (around 50% of market rent) and stipulated in the tenancy agreements, are eligible for full rental subsidy subject to the fill-up rate.

With a decline in student population, the number of KGs may be adjusted. While we encourage KGs in districts with ageing population to relocate, school sponsoring bodies (SSBs) operating multiple KGs may consider consolidating the schools under their sponsorship. Starting from 2021, we have been adopting a streamlined mechanism to assess applications for allocation of KG premises and according priority to Scheme-KGs applying for relocation, with a view to nominating suitable SSBs to rent Government-owned KG premises. In addition, a Relocation Grant of \$1.5 million for each school has been provided in the 2020/21 to 2021/22 school years to encourage KGs to relocate so as to improve the school environment or cater for the demands in new development areas, as well as reducing the surplus of school places in certain districts. It is announced in 2022 Policy Address that, to further encourage more KGs to apply for relocation to Government-owned KG premises, we would double the amount of the Relocation Grant in the 2022/23 school year to \$3 million for each school and extend the provision of the Grant by one year to the 2023/24 school year.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

Expenditure Items Chargeable to the Subsidies under the Scheme

1. Salaries (including payment for supply teachers), provident fund, mandatory provident fund, long service payment/severance payment of teaching and supporting staff employed
2. Rent and management fees, rates and Government rent for the KG premises
3. Furniture and equipment for school and education purposes
4. Teaching aids such as library books, reference materials, and worksheets for teachers and students
5. Expenses on repairs, maintenance and improvement works of the KG premises including installation of air-conditioners, double-glaze windows and exhaust fans, maintenance contract, inspection fees for maintaining fire, gas, electrical installation and building safety
6. Water and electricity (including air-conditioning) charges, telephone line, fax line and internet service charges
7. Cleaning fees (including cleaning contract and the provision of cleaning facilities to students)
8. Expenses on printing, paper, teachers' stationery and other consumables for teaching activities
9. Postage charges and publications
10. Insurance premium and expenses on first aid and fire safety equipment
11. Audit fees and other service charges in connection with school administration
12. Transportation fees for school administration purposes
13. Expenses on regular learning activities for all students conducted either inside or outside the school premises (these should include expenses for birthday parties, graduation ceremony, school outing, picnics and visits)
14. Items such as student handbooks, profiles, student portfolios, graduation certificates and identity cards, which are necessary for the operation of the school
15. Other expenses directly related to teaching activities, school operation and maintenance of the standard of education service for educational purposes

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 2297)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to the guidelines issued by the Education Bureau (EDB), non-local students should account for 70% of the total student population in international schools that are allocated school premises or sites by EDB. There are currently around 60 international schools in Hong Kong and, as indicated in a Finance Committee document, more than half of them admitted local students in excess of 30% of their total student population in the 2020/21 school year, with the highest percentage being 89%.

- (1) Please advise of the current percentage of local students in each of the local international schools required to be admitted under their respective service agreements. Please tabulate the information by percentage range, i.e. 30% or below, 30.1%-40%, 40.1%-50%, 50.1%-60% and 60.1% or above, together with the years of establishment of these schools;
- (2) Please list the international schools that exceeded the percentage of local admissions as specified in the service agreement in the past 5 school years along with their respective percentages and numbers of local students by percentage range as in (1) above; please also provide a comparison against the percentage specified in their service agreement by, for example, indicating an over-admission rate of "+X%";
- (3) Please advise of the number of international schools admitting local students in excess of the percentage specified in their service agreement in the past 5 school years, and the measures taken by EDB to avoid the recurrence of similar situations;
- (4) Please advise of the number of international schools admitting local students in excess of the percentage specified in their service agreement for 2 or more consecutive years in the past 5 school years, and the measures taken by EDB to avoid the recurrence of similar situations (if any);
- (5) In EDB's service agreements, are there any specific provisions setting out the consequences of non-compliance of any service agreement terms, such as fines and

termination of the service agreement? If yes, please advise of the number of non-compliant international schools against which EDB enforced the agreement terms in the past 5 school years.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 11)

Reply:

(1) to (5)

There are 54 international schools (including 1 special school) in Hong Kong. In the 2022/23 school year, these international schools (excluding the special school) provide a total of 46 253 school places and admit 40 626 students, accounting for around 87.8% of the total places provided, while non-local students account for around 70% (65.9%) of the total student population of international schools, which is far higher than the percentage (34.1%) of local students.

The Government has been supporting the development of the international school sector by allocating greenfield sites or vacant school premises via an open and competitive bidding process, i.e. the School Allocation Exercise (SAE), when there is a projected shortfall of international school places.

Since 2007, school sponsoring bodies (SSBs) that are allocated school premises or sites are required by the Education Bureau (EDB) to enter into a service agreement with EDB. The agreement terms include a requirement on the percentage of non-local students to be admitted. These international schools, which commenced operation on their new campuses from the 2009/10 to 2018/19 school years, were required under the service agreement to enroll no less than 50% of non-local students, and the percentage has been raised to 70% by EDB since 2009. When SSBs submitted proposals for SAE, they acknowledged and agreed that the information provided (including the proposed minimum percentage of non-local students to be admitted) would only be used for SAE applications. We are therefore unable to disclose the requirement on the percentage of non-local students to be admitted by individual international schools.

Amid the COVID-19 epidemic, some non-local students might move back to their hometowns with their families, resulting in a higher than usual dropout rate among non-local students. Therefore, in light of the actual circumstances of individual schools, we temporarily relaxed the requirement on the percentage of non-local students to a limited extent in the 2020/21 and 2021/22 school years for several newly-established international schools. Nevertheless, their student population should still comprise mainly of non-local students.

In the 2021/22 school year, 16 international schools subject to the service agreement were required to allocate a percentage ranging from 50% to 85% of school places to non-local students. Among them, 3 schools failed to meet the respective student mix requirements. The percentages of non-local students over their total student population ranged from 50% to 78%.

In the 2022/23 school year, 16 international schools subject to the service agreement are required to allocate a percentage ranging from 50% to 98% of school places to non-local students. Among them, 4 schools have failed to meet the respective student mix

requirements. The percentages of non-local students over their total student population ranged from 49% to 71%.

According to the above information, 3 international schools that entered into the service agreement have failed to meet the student mix requirement for 2 consecutive school years. Moreover, under the phasing-out arrangement of the recurrent government subvention for the English Schools Foundation (ESF), ESF should maintain the student mix as when the relevant arrangement was finalised, i.e. keeping the percentage of non-local students at no less than 70% of their overall student population. In the 2021/22 and 2022/23 school years, non-local students account for 67% and 65% of ESF's student population respectively. We will, in accordance with the existing mechanism, write to the schools concerned to remind them to observe and comply with the student mix requirement, and urge them to put appropriate measures in place to improve the situation.

International schools entering into service agreements with EDB are required to comply with the provisions therein, including the requirement on the admission percentage of non-local students. If any non-compliance is observed, EDB will take follow-up actions, including exercising the right to terminate or refuse to renew the service agreement, and re-entering the school premises and sites allocated. Nonetheless, it should be noted that under the COVID-19 epidemic, the attrition rate of non-local students may be higher than usual. Various international schools as well as the consuls and chambers of commerce concerned reflected to EDB the difficulties they encountered in the school operation during the epidemic. EDB acknowledged their situations, and at the same time, pointed out that international schools should provide school places to meet the needs of non-local families living in Hong Kong or coming to Hong Kong for work or investment, and that it was of utmost importance to provide sufficient school places for non-local students after the epidemic subsided.

- End -

CONTROLLING OFFICER'S REPLY

EDB053

(Question Serial No. 2591)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding experiential learning activities in kindergartens mentioned in the Estimates for 2023-24, please provide information on the following –

1. the details of the grant and the scope of the aforementioned activities;
2. the estimated total amount of provision thereon; and
3. whether the provision will include a grant specifically for the front of human resources given that there must be sufficient manpower to take care of the safety of young children when conducting outdoor activities with them; if yes, of the details; if no, of the reasons.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 7)

Reply:

1, 2 and 3.

Since implementation of the Kindergarten (KG) Education Scheme (the Scheme) from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially. The Government has been enhancing existing grants or providing additional grants in view of the needs of the KG sector to timely respond to their concerns. Starting from the 2023/24 school year, the Education Bureau (EDB) will provide additional grants to all KGs joining the Scheme to help them make good use of community resources and facilities to facilitate the organisation of more experiential learning activities outside classroom for students to further enhance the quality of KG education. KGs should make appropriate manpower arrangement in consideration of factors such as the nature of the activity, the area covered and the geographical environment, children's ability, age, and safety concerns. The manpower involved may include teachers and staff members of KGs, parents or other volunteers, as well as staff of the venues.

EDB will take into account various relevant factors (including the operational needs of KGs) to devise the appropriate funding arrangement. The estimated total provision is around \$27 million, while relevant details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB054

(Question Serial No. 2592)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information –

1. the respective number of students in kindergartens/nurseries (Note 1), primary and secondary schools (Note 2) by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
2. the respective number of cross-boundary students in kindergartens/nurseries, primary and secondary schools (Note 2) by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
3. the respective number of newly admitted students from the Mainland in kindergartens/nurseries, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
4. the respective number of ethnic minority students in kindergartens/nurseries, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
5. the respective number of students with special educational needs in kindergartens/nurseries, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years; and
6. the policies put in place by the Administration to support the student groups mentioned in (2) to (5) above, and the amount of public funds involved in each of the 18 districts in the past 5 school years, with a breakdown by funding mode and school type.

Note 1: Please set out separately the numbers for non-profit-making kindergartens receiving subsidies, non-profit-making kindergartens not receiving subsidies and private independent kindergartens.

Note 2: Please set out separately the numbers for public sector, Direct Subsidy Scheme, private and international primary and secondary schools.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 9)

Reply:

1. The total numbers of students in kindergartens (KGs), primary and secondary schools by district and school type from the 2017/18 to 2021/22 school years are tabulated at **Annex 1**. As the situation of different districts varies, some districts may have only a few schools of a particular type. To avoid direct comparison of the enrolment situation of different schools, KGs are only classified into “Non-profit making” and “Private independent” while primary and secondary schools are only classified into two main categories of “Public sector and Direct Subsidy Scheme (DSS) schools” and “Private schools (including international schools and Private Independent Schools (PIS))”.
2. The numbers of cross-boundary students (CBS) in KGs (including kindergarten-cum-child care centres (KG-cum-CCCs)), primary and secondary schools by district and finance type from the 2017/18 to 2019/20 school years are tabulated at **Annex 2(a)**. In the 2020/21 and 2021/22 school years, due to the impact of the COVID-19 epidemic as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in Hong Kong and the Mainland, some CBS temporarily resided in Hong Kong to attend face-to-face classes in schools, but a majority of them still stayed in the Mainland and were not able to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the two school years mentioned above. In October 2020 and September 2021, EDB collected information via schools on the number of students residing in the Mainland at that time. The numbers of students in KGs (including KG-cum-CCCs), primary and secondary schools residing in the Mainland by district and finance type are tabulated at **Annex 2(b)**.
3. The numbers of newly admitted students from the Mainland in primary and secondary schools by district from the 2017/18 to 2021/22 school years are tabulated at **Annex 3**. EDB does not collect information on the newly admitted students from the Mainland in international schools and KGs. A breakdown of these students by other school types is not available to avoid showing the enrolment situation of individual schools.
4. According to the information collected through the annual Student Enrolment Survey, the numbers of non-Chinese speaking (NCS) students in KGs and public sector and DSS primary and secondary schools by district from the 2017/18 to 2021/22 school years are tabulated at **Annex 4**.
5. Support services for children with special needs at pre-primary level are provided by the Social Welfare Department. Hence, EDB is unable to provide data on students with special needs in KGs. The respective numbers of students with special educational needs (SEN) studying in public sector ordinary schools, DSS schools, PIS and international schools from the 2017/18 to 2021/22 school years are tabulated at **Annex 5**.
6. The measures put in place by EDB to support the student groups mentioned in parts 2 to 5 are summarised as follows –

Newly-Arrived Children and CBS

EDB provides support services for newly-arrived children, which include offering them the choice of attending the six-month full-time Initiation Programme operated by local schools, or the Induction Programme run by non-governmental organisations, and the provision of the School-based Support Scheme Grant to schools for organising various school-based support programmes. These Programmes/Grant primarily aim at helping these students integrate into the local community and overcome their learning difficulties. Expenditure for the Initiation Programme, Induction Programme and School-based Support Scheme Grant for newly-arrived children from the 2017/18 to 2021/22 school years is tabulated at **Annex 6**. By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as local students. If CBS are newly-arrived children, they can also enjoy the above education services.

NCS students

The Government is committed to encouraging and supporting the integration of NCS students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. EDB has implemented a series of support measures since 2014, which include the implementation of the “Chinese Language Curriculum Second Language Learning Framework” in primary and secondary schools, substantial increase of the additional funding to schools as well as provision of learning and teaching resources, teacher training and professional support to schools, thereby strengthening the support for NCS students to learn Chinese and the creation of an inclusive learning environment in schools. Besides, EDB has implemented other complementary measures, which include encouraging parents of NCS children to enrol their children in local KGs so that they would adapt to the local education system and to expose them to the learning of the Chinese language as early as possible; providing summer bridging programmes to help NCS students at the primary levels adapt to the classroom setting and consolidate their Chinese learning; providing school-based life planning education support services for NCS students and arranging career exploration activities to facilitate their preparation for further studies and career pursuits; and providing parent education programmes especially for parents of NCS students so that they would support and encourage their children to master the Chinese language as well as gain a better understanding of the multiple pathways available to their children, etc. The support measures provided for NCS students and the relevant expenditures from the 2017/18 to 2021/22 school years are tabulated at **Annex 7**.

Students with SEN

To help schools cater for students with SEN, on top of regular subvention, EDB has been providing public sector ordinary schools with additional resources, professional support and teacher training. Starting from the 2019/20 school year, EDB has implemented a series of enhanced measures on integrated education (IE), including restructuring various subvented programmes for IE, increasing the Learning Support Grant (LSG) grant rate for Tier-3 support multifold, extending LSG to all public sector ordinary schools in the territory, cancelling the Intensive Remedial Teaching Programmes and the IE Programme, upgrading the post of Special Educational Needs Coordinator to a promotion rank and providing regular teaching posts titled Special Educational Needs Support Teacher in public sector ordinary schools with a comparatively large number of students with SEN, and providing the Grant for

Supporting NCS Students with Special Educational Needs to public sector ordinary schools admitting NCS students with SEN. In addition, EDB has enhanced school-based services, including further extending the Enhanced School-based Educational Psychology Service and creating school-based speech therapist posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service. The Strength-based Programme was also introduced under the Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder in the 2021/22 school year to help senior secondary students with autism spectrum disorder unleash their potential and strengthen their life planning. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN. The expenditure on additional support and services for students with SEN in public sector ordinary schools has continued to increase from the 2017/18 to 2021/22 school years. The expenditure for the 2021/22 school year was around \$3.6 billion.

At present, recurrent subvention is provided to the English Schools Foundation (ESF) for its support for students with SEN in the ESF's mainstream schools and special school. From the 2017/18 to 2021/22 school years, the annual recurrent subvention for this purpose amounted to \$28.3 million.

Number of students in KGs by district and type of KGs from the 2017/18 to 2021/22 school years

District	2017/18			2018/19			2019/20			2020/21			2021/22		
	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types
Central & Western	5 392	900	6 292	5 324	939	6 263	5 231	972	6 203	5 102	860	5 962	4 700	830	5 530
Wan Chai	6 379	753	7 132	6 308	742	7 050	6 303	747	7 050	6 126	639	6 765	5 819	652	6 471
Eastern	9 580	2 051	11 631	8 980	2 055	11 035	8 672	2 254	10 926	8 040	2 030	10 070	7 461	1 895	9 356
Southern	3 473	1 280	4 753	3 541	1 111	4 652	3 400	971	4 371	3 343	768	4 111	3 208	567	3 775
Sham Shui Po	9 399	341	9 740	9 124	433	9 557	9 363	550	9 913	9 249	769	10 018	8 848	912	9 760
Yau Tsim Mong	4 761	1 904	6 665	4 587	1 967	6 554	4 303	2 026	6 329	3 944	1 814	5 758	3 786	1 815	5 601
Kowloon City	13 398	9 396	22 794	13 120	9 038	22 158	13 229	9 150	22 379	12 927	7 781	20 708	12 104	7 387	19 491
Wong Tai Sin	7 276	98	7 374	6 954	88	7 042	6 872	76	6 948	6 487	0	6 487	6 093	0	6 093
Kwun Tong	12 091	253	12 344	11 863	320	12 183	11 891	296	12 187	11 401	189	11 590	10 570	175	10 745
Tsuen Wan	6 268	1 005	7 273	6 145	1 002	7 147	6 048	964	7 012	5 640	842	6 482	5 287	718	6 005
Tuen Mun	11 528	941	12 469	11 032	934	11 966	10 897	887	11 784	10 518	732	11 250	9 820	722	10 542
Yuen Long	15 432	1 310	16 742	14 675	1 380	16 055	15 004	1 344	16 348	14 727	1 198	15 925	14 237	1 238	15 475
North	10 057	603	10 660	8 667	471	9 138	8 397	470	8 867	7 854	342	8 196	7 166	312	7 478
Tai Po	5 524	1 214	6 738	5 441	1 088	6 529	5 511	1 038	6 549	5 413	790	6 203	5 230	728	5 958
Sha Tin	12 416	2 635	15 051	11 818	2 460	14 278	11 791	2 376	14 167	11 360	1 995	13 355	10 684	1 964	12 648
Sai Kung	7 368	1 828	9 196	7 228	1 709	8 937	7 112	1 930	9 042	6 818	1 787	8 605	6 563	1 750	8 313
Islands	3 148	670	3 818	3 161	643	3 804	3 667	614	4 281	3 553	447	4 000	3 497	436	3 933
Kwai Tsing	9 974	501	10 475	9 569	485	10 054	9 438	503	9 941	8 954	496	9 450	8 299	483	8 782
All Districts	153 464	27 683	181 147	147 537	26 865	174 402	147 129	27 168	174 297	141 456	23 479	164 935	133 372	22 584	155 956

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures include nursery, lower and upper classes in KG-cum-CCCs.
(3) School districts are delineated by the District Council districts of the school premises.

Number of students in primary schools by district and school type from the 2017/18 to 2021/22 school years

District	2017/18			2018/19			2019/20			2020/21			2021/22		
	Public sector & DSS schools	Private schools #	Total	Public sector & DSS schools	Private schools #	Total	Public sector & DSS schools	Private schools #	Total	Public sector & DSS schools	Private schools #	Total	Public sector & DSS schools	Private schools #	Total
Central & Western	8 258	3 849	12 107	8 537	3 583	12 120	8 442	3 898	12 340	8 216	3 739	11 955	7 647	3 353	11 000
Wan Chai	8 403	5 178	13 581	8 535	5 333	13 868	8 529	5 382	13 911	8 281	5 185	13 466	7 909	4 878	12 787
Eastern	17 915	4 480	22 395	18 399	4 393	22 792	18 167	4 419	22 586	17 604	4 134	21 738	16 691	4 082	20 773
Southern	6 617	7 845	14 462	6 691	8 137	14 828	6 593	8 307	14 900	6 494	8 339	14 833	6 190	8 476	14 666
Sham Shui Po	16 552	5 990	22 542	16 886	6 118	23 004	17 336	5 992	23 328	17 337	5 908	23 245	17 042	5 631	22 673
Yau Tsim Mong	14 321	882	15 203	14 664	1 195	15 859	14 600	1 418	16 018	14 316	1 497	15 813	13 686	1 509	15 195
Kowloon City	22 428	12 109	34 537	22 696	12 080	34 776	22 556	12 245	34 801	21 882	11 943	33 825	20 714	11 384	32 098
Wong Tai Sin	15 094	2 725	17 819	15 292	2 696	17 988	15 102	2 614	17 716	14 885	2 525	17 410	14 078	2 358	16 436
Kwun Tong	25 476	1 632	27 108	26 289	1 686	27 975	26 197	1 740	27 937	25 610	1 590	27 200	24 757	1 645	26 402
Tsuen Wan	13 330	91	13 421	13 708	76	13 784	13 631	63	13 694	13 473	57	13 530	12 852	55	12 907
Tuen Mun	23 899	611	24 510	24 888	646	25 534	24 680	634	25 314	23 811	679	24 490	22 500	708	23 208
Yuen Long	32 818	462	33 280	33 678	510	34 188	33 380	564	33 944	31 834	564	32 398	30 369	552	30 921
North	20 202	0	20 202	20 392	0	20 392	19 701	0	19 701	18 696	0	18 696	17 482	0	17 482
Tai Po	14 495	1 497	15 992	14 990	1 954	16 944	14 847	2 284	17 131	14 181	2 258	16 439	13 222	2 255	15 477
Sha Tin	29 161	2 621	31 782	30 441	2 620	33 061	30 921	2 669	33 590	30 585	2 631	33 216	29 614	2 642	32 256
Sai Kung	15 655	1 179	16 834	16 203	1 915	18 118	16 249	2 091	18 340	16 074	2 191	18 265	15 463	2 376	17 839
Islands	5 144	1 851	6 995	5 676	1 873	7 549	6 739	1 900	8 639	6 875	1 776	8 651	6 711	1 691	8 402
Kwai Tsing	19 279	0	19 279	19 685	0	19 685	19 338	0	19 338	19 087	0	19 087	18 472	0	18 472
All Districts	309 047	53 002	362 049	317 650	54 815	372 465	317 008	56 220	373 228	309 241	55 016	364 257	295 399	53 595	348 994

Notes: # Include international schools and PIS

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools but not special schools.
- (3) School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

Number of students in secondary day schools by district and school type from the 2017/18 to 2021/22 school years

District	2017/18			2018/19			2019/20			2020/21			2021/22		
	Public sector & DSS schools	Private schools [#]	Total	Public sector & DSS schools	Private schools [#]	Total	Public sector & DSS schools	Private schools [#]	Total	Public sector & DSS schools	Private schools [#]	Total	Public sector & DSS schools	Private schools [#]	Total
Central & Western	8 140	1 714	9 854	8 044	609	8 653	8 912	1 759	10 671	8 785	1 786	10 571	8 450	1 790	10 240
Wan Chai	11 007	1 182	12 189	10 801	1 129	11 930	10 824	1 065	11 889	10 692	999	11 691	10 108	945	11 053
Eastern	18 607	2 202	20 809	18 091	2 035	20 126	18 234	2 200	20 434	18 197	2 183	20 380	17 772	2 379	20 151
Southern	8 731	6 816	15 547	8 527	7 081	15 608	8 477	7 273	15 750	8 335	7 307	15 642	8 037	7 490	15 527
Sham Shui Po	20 248	1 500	21 748	19 955	1 501	21 456	18 994	1 529	20 523	18 775	1 625	20 400	18 444	1 618	20 062
Yau Tsim Mong	13 122	26	13 148	12 681	72	12 753	12 624	100	12 724	12 466	130	12 596	12 180	103	12 283
Kowloon City	25 995	3 562	29 557	25 640	3 673	29 313	26 511	3 760	30 271	26 265	3 835	30 100	25 568	4 025	29 593
Wong Tai Sin	16 799	526	17 325	16 369	546	16 915	15 632	552	16 184	15 533	544	16 077	15 207	534	15 741
Kwun Tong	25 069	753	25 822	24 550	875	25 425	24 477	916	25 393	24 390	1 061	25 451	24 219	1 117	25 336
Tsuen Wan	9 691	0	9 691	9 383	0	9 383	9 278	0	9 278	9 086	0	9 086	8 914	46	8 960
Tuen Mun	21 044	627	21 671	20 536	690	21 226	20 710	732	21 442	21 135	803	21 938	21 215	832	22 047
Yuen Long	27 585	80	27 665	27 126	71	27 197	27 192	66	27 258	27 752	46	27 798	27 831	0	27 831
North	14 933	310	15 243	15 124	299	15 423	15 763	365	16 128	16 263	410	16 673	16 626	420	17 046
Tai Po	12 690	6	12 696	12 614	103	12 717	12 853	211	13 064	13 143	367	13 510	13 122	530	13 652
Sha Tin	29 639	2 916	32 555	28 990	4 130	33 120	29 209	2 938	32 147	29 875	2 916	32 791	29 732	2 891	32 623
Sai Kung	17 459	390	17 849	17 114	564	17 678	17 150	586	17 736	17 284	588	17 872	16 911	592	17 503
Islands	5 114	1 089	6 203	4 927	1 094	6 021	4 934	1 167	6 101	4 874	1 152	6 026	4 836	1 121	5 957
Kwai Tsing	21 232	0	21 232	20 554	0	20 554	20 401	0	20 401	20 409	0	20 409	20 322	0	20 322
All Districts	307 105	23 699	330 804	301 026	24 472	325 498	302 175	25 219	327 394	303 259	25 752	329 011	299 494	26 433	325 927

Notes: # Include international schools and PIS

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (3) School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

**Number of cross-boundary students (CBS) in KGs (including KG-cum-CCCs), primary and secondary schools
by district and finance type from the 2017/18 to 2019/20 school years**

District	School year	KGs (including KG- cum-CCCs)	Primary schools			Secondary schools		
			Public sector & DSS schools	Private schools [#]	All types	Public sector & DSS schools	Private schools [#]	All types
Wong Tai Sin	2017/18	0	384	0	384	0	0	0
	2018/19	0	364	0	364	1	0	1
	2019/20	0	315	1	316	2	0	2
Tsuen Wan & Kwai Tsing	2017/18	40	466	0	466	0	0	0
	2018/19	9	505	0	505	3	0	3
	2019/20	5	396	0	396	3	0	3
Tuen Mun	2017/18	624	2 865	0	2 865	256	2	258
	2018/19	130	3 052	0	3 052	489	0	489
	2019/20	55	2 450	3	2 453	890	2	892
Yuen Long	2017/18	802	4 627	36	4 663	470	1	471
	2018/19	185	4 605	62	4 667	796	0	796
	2019/20	95	3 909	42	3 951	1 148	0	1 148
North	2017/18	2 997	7 067	0	7 067	2 562	0	2 562
	2018/19	1 675	7 583	0	7 583	3 123	0	3 123
	2019/20	1 318	7 123	0	7 123	3 942	0	3 942
Tai Po	2017/18	94	2 778	9	2 787	708	0	708
	2018/19	25	2 940	23	2 963	1 004	0	1 004
	2019/20	4	2 687	23	2 710	1 390	0	1 390

District	School year	KGs (including KG-cum-CCCs)	Primary schools			Secondary schools		
			Public sector & DSS schools	Private schools [#]	All types	Public sector & DSS schools	Private schools [#]	All types
Sha Tin	2017/18	16	602	0	602	84	0	84
	2018/19	3	630	0	630	137	0	137
	2019/20	2	583	0	583	184	0	184
Tung Chung	2017/18	37	381	0	381	1	0	1
	2018/19	4	424	0	424	14	0	14
	2019/20	0	442	0	442	41	0	41
Total	2017/18	4 610	19 170	45	19 215	4 081	3	4 084
	2018/19	2 031	20 103	85	20 188	5 567	0	5 567
	2019/20	1 479	17 905	69	17 974	7 600	2	7 602

Notes: # Include international schools and PIS

- (1) Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the Wong Tai Sin, Tsuen Wan, Kwai Tsing, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin and Tung Chung districts. Figures refer to the position as at September of the respective school years.
- (2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, the number of CBS enrolled in KGs (including KG-cum-CCCs) and Primary One classes has significantly decreased since the 2016/17 and 2019/20 school years respectively.
- (3) All KGs (including KG-cum-CCCs) are private schools. As regards primary and secondary schools, since some districts have only a few or even no schools of a particular finance type, schools are grouped under only two main categories, namely "Public sector and DSS schools" and "Private schools (including international schools and PIS)" to avoid showing the enrolment situation of individual schools.

Number of students studying in KGs (including KG-cum-CCCs), primary and secondary schools in Hong Kong but residing in the Mainland by district and finance type in the 2020/21 and 2021/22 school years

District	School year	KGs (including KG-cum-CCCs)	Primary schools			Secondary schools		
			Public sector & DSS schools	Private schools [#]	All types	Public sector & DSS schools	Private schools [#]	All types
Central & Western	2020/21	15	9	0	9	1	0	1
	2021/22	3	16	0	16	2	0	2
Wan Chai	2020/21	18	20	0	20	1	0	1
	2021/22	4	6	0	6	0	0	0
Eastern	2020/21	63	29	22	51	18	7	25
	2021/22	42	16	13	29	13	1	14
Southern	2020/21	11	14	0	14	39	0	39
	2021/22	5	13	0	13	48	0	48
Shan Shui Po	2020/21	73	40	2	42	10	6	16
	2021/22	25	29	0	29	7	1	8
Yau Tsim Mong	2020/21	54	34	14	48	6	2	8
	2021/22	15	12	0	12	2	0	2
Kowloon City	2020/21	116	48	4	52	23	2	25
	2021/22	28	17	5	22	11	0	11
Wong Tai Sin	2020/21	42	324	0	324	21	0	21
	2021/22	11	231	0	231	9	0	9
Kwun Tong	2020/21	65	30	0	30	19	0	19
	2021/22	45	22	0	22	9	0	9
Tsuen Wan & Kwai Tsing	2020/21	115	378	0	378	9	0	9
	2021/22	38	283	0	283	8	0	8

District	School year	KGs (including KG-cum- CCCs)	Primary schools			Secondary schools		
			Public sector & DSS schools	Private schools [#]	All types	Public sector & DSS schools	Private schools [#]	All types
Tuen Mun	2020/21	82	1 723	45	1 768	1 159	42	1 201
	2021/22	46	970	0	970	830	0	830
Yuen Long	2020/21	159	2 858	59	2 917	1 615	2	1 617
	2021/22	47	1 654	18	1 672	1 195	0	1 195
North	2020/21	1 306	6 474	0	6 474	4 371	0	4 371
	2021/22	725	4 480	0	4 480	3 567	0	3 567
Tai Po	2020/21	41	2 330	26	2 356	1 648	0	1 648
	2021/22	13	1 469	3	1 472	1 342	0	1 342
Sha Tin	2020/21	50	445	4	449	258	2	260
	2021/22	12	287	0	287	144	0	144
Sai Kung	2020/21	26	24	0	24	7	1	8
	2021/22	13	20	0	20	3	0	3
Islands	2020/21	7	417	0	417	86	0	86
	2021/22	2	320	0	320	110	0	110
All Districts	2020/21	2 243	15 197	176	15 373	9 291	64	9 355
	2021/22	1 074	9 845	39	9 884	7 300	2	7 302

Notes: # Include international schools and PIS

- (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in October 2020 and September 2021. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS have returned to Hong Kong from the Mainland and are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to live in the Mainland due to the COVID-19 epidemic situation as well as anti-epidemic measures and cross-boundary travel restrictions imposed in the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out at Annex 2(a).
- (2) All KGs (including KG-cum-CCCs) are private schools. As regards primary and secondary schools, since some districts have only a few or even no schools of a particular finance type, schools are grouped under only two main categories, namely "Public sector and DSS schools" and "Private schools (including international schools and PIS)" to avoid showing the enrolment situation of individual schools.

**Number of newly admitted students from the Mainland in primary and secondary schools
by district from the 2017/18 to 2021/22 school years**

District	Primary schools					Secondary schools				
	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Central & Western	45	70	77	32	30	52	39	28	2	4
Wan Chai	28	44	67	20	20	86	49	49	16	16
Eastern	155	194	163	94	97	173	84	100	18	45
Southern	73	80	58	51	52	56	42	58	21	15
Sham Shui Po	348	523	562	275	287	360	245	212	33	75
Yau Tsim Mong	242	327	309	167	159	301	196	215	46	103
Kowloon City	192	310	275	160	158	223	162	119	24	63
Wong Tai Sin	270	361	304	203	167	255	191	155	40	64
Kwun Tong	501	637	618	322	334	479	292	270	97	146
Tsuen Wan	268	360	326	180	186	215	121	129	40	70
Tuen Mun	242	354	312	163	167	192	136	132	39	41
Yuen Long	476	601	568	310	262	278	174	170	51	56
North	323	505	573	388	349	118	157	143	27	43
Tai Po	218	337	289	116	97	270	146	132	41	45
Sha Tin	279	383	337	169	139	300	164	134	49	53
Sai Kung	121	136	119	61	59	171	67	64	13	30
Islands	52	78	71	53	33	27	31	35	7	7
Kwai Tsing	369	440	317	211	179	248	181	195	32	56
All Districts	4 202	5 740	5 345	2 975	2 775	3 804	2 477	2 340	596	932

Notes: (1) Figures for the 2020/21 school year refer to the position as at October, and others refer to the position as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding year to September of the specified year.

(2) Figures refer to newly admitted students from the Mainland who entered Hong Kong on a One-way Permit.

(3) Figures for primary schools exclude special schools and international schools.

(4) Figures for secondary schools exclude special schools, international schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

(5) School districts are delineated by the District Council districts of the school premises. The districts for schools with decanting premises are based on the District Council districts of the original premises.

(6) The numbers of children from the Mainland newly admitted to primary/secondary schools in the 2020/21 and 2021/22 school years were significantly smaller than before, probably attributed to the COVID-19 epidemic.

Number of NCS students in KGs by district and type of KGs from the 2017/18 to 2021/22 school years

District	2017/18			2018/19			2019/20			2020/21			2021/22		
	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types	Non-profit making	Private independent	All types
Central & Western	744	411	1 155	801	462	1 263	777	596	1 373	798	553	1 351	784	383	1 167
Wan Chai	800	649	1 449	799	626	1 425	776	632	1 408	756	565	1 321	773	586	1 359
Eastern	558	343	901	574	348	922	548	374	922	548	374	922	564	380	944
Southern	619	634	1 253	912	533	1 445	806	395	1 201	827	339	1 166	820	186	1 006
Sham Shui Po	412	4	416	423	19	442	614	13	627	614	6	620	624	8	632
Yau Tsim Mong	689	286	975	716	307	1 023	531	286	817	558	356	914	624	240	864
Kowloon City	732	445	1 177	678	458	1 136	647	475	1 122	666	370	1 036	818	302	1 120
Wong Tai Sin	117	0	117	111	0	111	129	0	129	117	0	117	132	0	132
Kwun Tong	194	21	215	180	20	200	190	23	213	220	15	235	250	11	261
Tsuen Wan	146	8	154	122	13	135	157	14	171	165	3	168	180	2	182
Tuen Mun	282	45	327	295	35	330	297	32	329	304	20	324	319	24	343
Yuen Long	669	59	728	693	48	741	785	69	854	819	47	866	846	63	909
North	32	5	37	36	3	39	51	0	51	53	0	53	64	1	65
Tai Po	104	36	140	151	33	184	157	39	196	146	16	162	146	17	163
Sha Tin	382	55	437	503	55	558	393	48	441	441	31	472	425	29	454
Sai Kung	569	194	763	712	164	876	678	255	933	681	294	975	769	222	991
Islands	1 053	428	1 481	1 043	445	1 488	1 083	428	1 511	1 047	278	1 325	1 026	299	1 325
Kwai Tsing	682	2	684	647	3	650	656	2	658	667	1	668	695	0	695
All Districts	8 784	3 625	12 409	9 396	3 572	12 968	9 275	3 681	12 956	9 427	3 268	12 695	9 859	2 753	12 612

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures include nursery, lower and upper classes in KG-cum-CCCs. The above types of KGs include KGs offering non-local curriculum.
(3) School districts are delineated by the District Council districts of the school premises.
(4) Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.

**Number of NCS students in public sector and DSS primary and secondary schools
by district from the 2017/18 to 2021/22 school years**

District	Primary schools					Secondary schools				
	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Central & Western	656	695	687	659	679	174	185	201	198	197
Wan Chai	1 034	1 075	1 089	1 127	1 104	763	799	839	853	871
Eastern	211	230	248	253	227	619	664	744	786	809
Southern	44	44	40	44	50	136	145	171	219	231
Sham Shui Po	886	893	933	933	920	1 757	1 797	1 833	1 947	1 960
Yau Tsim Mong	1 121	1 156	1 150	1 086	1 069	719	712	704	738	740
Kowloon City	394	373	369	392	407	325	339	360	342	326
Wong Tai Sin	307	324	326	307	303	79	86	99	112	122
Kwun Tong	814	804	800	806	816	995	952	961	955	947
Tsuen Wan	75	84	114	146	136	60	66	54	57	57
Tuen Mun	696	708	699	679	651	959	918	917	899	880
Yuen Long	957	988	1 058	1 146	1 206	583	624	681	708	756
North	26	29	47	53	52	7	5	4	6	9
Tai Po	115	109	96	101	96	62	77	87	111	130
Sha Tin	131	119	113	125	139	365	309	272	296	298
Sai Kung	244	265	287	328	327	524	535	560	520	498
Islands	966	994	1 060	1 111	1 049	1 013	1 021	1 062	1 062	1 067
Kwai Tsing	945	959	935	966	969	243	247	247	297	326
All Districts	9 622	9 849	10 051	10 262	10 200	9 383	9 481	9 796	10 106	10 224

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures exclude special schools.
(3) School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.
(4) Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.

**Number of students with SEN in public sector ordinary schools and DSS schools
from the 2017/18 to 2021/22 school years***

School year	Public sector ordinary schools		DSS Schools [#]	
	Primary	Secondary	Primary	Secondary
2017/18	22 980	22 380	Not applicable	Not applicable
2018/19	25 010	24 070	Not applicable	Not applicable
2019/20	27 320	25 860	420	3 620
2020/21	28 650	27 990	440	3 850
2021/22	29 310	29 580	390	4 070

Notes: * Since the provision of support services for students with SEN is not related to the district where they live or study, we do not compile respective statistics.

Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to DSS schools has been based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the LSG unit rate of DSS schools. Hence, DSS schools are required to submit information of the students with SEN to EDB for calculating the allotment of LSG. Before the 2019/20 school year, the relevant resources were included in the DSS unit subsidy, and we did not compile statistics relating to the numbers of students concerned.

**Number of students with SEN in PIS and international schools
from the 2017/18 to 2021/22 school years***

School year	PIS		English Schools Foundation (ESF) schools		Other private international schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2017/18	183	234	439	422	404	284	1 026	940
2018/19	177	291	365	458	482	348	1 024	1 097
2019/20	230	301	354	463	561	403	1 145	1 167
2020/21	215	265	340	508	479	423	1 034	1 196
2021/22	205	274	308	525	572	607	1 085	1 406

Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.

(2) Statistics cover students with SEN under integrated classes/special classes/special schools in PIS, the ESF schools and other private international schools as reported by the schools concerned in response to the annual Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

* Since the number of students with SEN is relatively small, a breakdown of those students by district is not provided.

**Expenditure on the Initiation Programme, Induction Programme and
School-based Support Scheme Grant for newly-arrived children
from the 2017/18 to 2021/22 school years**

School year	Expenditure (\$ million)				
	2017/18	2018/19	2019/20	2020/21	2021/22
Initiation Programme	27.1	26.2	22.1	20.3	15.5
Induction Programme	2.6	2.0	2.0	0.1	0.6
School-based Support Scheme Grant	30.8	26.8	21.7	7.3	11.4
Total	60.5	55.0	45.8	27.7	27.5

**Education support measures provided for non-Chinese speaking (NCS) students
and expenditures from the 2017/18 to 2021/22 school years**

Support measure	Actual expenditure (\$ million) (Note 1)				
	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year	2021/22 school year
Increasing the funding to schools on a tiered basis according to the number of NCS students admitted, and enhancing school-based professional support services to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of Chinese, as well as the creation of an inclusive learning environment in schools. Schools with a relatively small number of NCS students might also apply for funding to provide after-school support for NCS students' learning of Chinese. Starting from the 2020/21 school year, all schools admitting a relatively small number of NCS students are provided with a new two-tiered subsidy with increased amount of additional funding.	259.1	271.0	282.4	357.1	363.1
Provision of Student Grant for Applied Learning Chinese (for NCS students).	7.4	6.6	6.0	5.9	6.6
Provision of the Grant for Supporting NCS Students with Special Educational Needs (SEN) under a 3-tiered structure for public sector ordinary primary and secondary schools admitting NCS students with SEN. The measure has been implemented starting from the 2019/20 school year.	-	-	28.1	30.4	34.5
Development of the "Learning Framework" and the supporting learning and teaching materials.	3.0	3.0	3.0	3.0	3.0

Support measure	Actual expenditure (\$ million) (Note 1)				
	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year	2021/22 school year
Provision of additional resources for secondary schools admitting NCS students to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	-	12.7 (Note 2)	13.3 (Note 2)	-	-
Development of “The Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)” and the supporting learning and teaching materials. The measure has been implemented starting from the 2019/20 school year.	-	-	0.6	2.3	1.9
Organising district-based programmes in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art.	1.7 (Note 3)	3.7 (Note 3)	0.6 (Note 4)	0.7 (Note 4)	1.0 (Note 4)
Provision of training programmes for Chinese Language teachers teaching NCS students.	(Note 5)	(Note 5)	(Note 5)	(Note 5)	(Note 5)

Support measure	Actual expenditure (\$ million) (Note 1)				
	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year	2021/22 school year
<p>Provision of school-based professional support services for kindergartens (KGs) and schools admitting NCS students:</p> <p>(a) Under the University-School Support Programmes financed by the Education Development Fund, 2 projects were carried out to facilitate NCS students' transition from KG to primary education from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively.</p> <p>(b) Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for KGs and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students.</p>	2.9	5.5	-	-	-
Provision of a grant comparable to the mid-point salary of the salary range of a KG teacher for KGs admitting 8 or more NCS students for supporting NCS students. The measure was implemented in the 2017/18 and 2018/19 school years.	54.0	57.1	-	-	-
Enhancing the subsidy for KGs admitting NCS students with a 5-tiered subsidy which is provided based on the number of NCS students admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS students. The measure has been implemented starting from the 2019/20 school year.	-	-	111.9	117.8	125.4
Provision of specific training courses on supporting NCS students for KG teachers. (Note 6)	1.4	2.0	0.1 (Note 7)	1.0 (Note 7)	3.5 (Note 7)

Support measure	Actual expenditure (\$ million) (Note 1)				
	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year	2021/22 school year
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.3	2.1	2.0	0.3 (Note 8)	2.0
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers.	4.7	3.4	2.1	4.6	4.9
Provision of a series of parent education programmes for parents of NCS students to help them support their children's learning, encourage their children to master the Chinese language, and help them have a more comprehensive understanding of the multiple pathways available to their children. The measure has been implemented starting from the 2020/21 school year.	-	-	-	2.0 (Note 9)	2.3 (Note 9)
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language).	2.9	4.2 (Note 10)	5.1 (Note 10)	6.2 (Note 10)	6.9 (Note 10)

Support measure	Actual expenditure (\$ million) (Note 1)				
	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year	2021/22 school year
Launching pilot projects to provide work-related experiences for NCS students in secondary schools from the 2015/16 to 2017/18 school years. Commissioning non-governmental organisations to provide school-based support services on life planning education and organise career exploration activities for NCS students to help them make informed choices about further studies and career pursuits, set personal goals and plan their future starting from the 2018/19 school year.	2.0	0.7	1.3	1.4	1.6

Notes:

- As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB's overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
- EDB provided all public sector secondary schools and Direct Subsidy Scheme secondary schools with junior secondary NCS students studying the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at the junior secondary level. Due to the impact of the COVID-19 epidemic, EDB extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which had received the grant could continue to make use of the unspent balance until 31 August 2021.
- The programmes ran for two school years (2017/18 and 2018/19 school years). Most of the funding was disbursed in the 2018/19 school year.
- Due to the COVID-19 epidemic, classes, face-to-face classes and school activities had to be suspended and some of the originally scheduled activities were cancelled.
- As the programmes are subsumed under EDB's recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
- Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses on supporting NCS students has been included in the actual expenditure.
- Due to the impact of the COVID-19 epidemic, some courses in the 2019/20 school year were postponed to the 2020/21 school year. These courses and all the courses for the 2020/21 school year were completed by August 2021, with a blended mode of face-to-face and online courses. All the courses for the 2021/22 school year were completed on schedule with a blended mode of face-to-face and online courses.
- There is a drop in the enrolment due to the impact of the COVID-19 epidemic.
- The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
- With the Government paying the examination fees for school candidates of the 2019 to 2022 HKDSE, the "subsidised examination fee" for eligible NCS students entering for the non-local Chinese Language examinations concerned from the 2018/19 to 2021/22 school years was waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 3003)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Government advise this Committee of –

1. the number of classes and students as well as the unit cost per school place for each type of special schools in Hong Kong in the past 3 financial years;
2. the number of students newly admitted to each type of special schools in Hong Kong in the past 3 financial years, with a breakdown by grade level;
3. the number of students who completed studies in special schools in the past 3 financial years; and
4. the support measures provided to special schools during the epidemic and the expenditure involved?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 9)

Reply:

1.
For the 2019/20 to 2021/22 school years, the number of approved classes, number of students and average unit cost per school place in each type of special schools are set out at Annex 1.
2.
For the 2019/20 to 2021/22 school years, the number of students newly admitted to each type of special schools is set out at Annex 2. To cater for the special educational needs of students, it is a common practice for special schools to adopt flexible groupings across grade levels and devise individualised education programmes. Presenting the number of students by grade level cannot reflect the actual operation in special schools.

3.

For the 2019/20, 2020/21 and 2021/22 school years, the numbers of school leavers of special schools are 612, 658 and 626 respectively. Figures for students of School for Social Development and the Hospital School are not included due to the transitional nature of their education services.

4.

To support the epidemic prevention effort of schools (including special schools), the Education Bureau (EDB) has, at different stages, implemented the following measures –

- (a) The boarding sections of aided special schools continued their operation to cater for students in need of boarding service during class suspension in the 2019/20 school year. To enhance the support for these boarding sections to better guard against the epidemic and reduce the risk of the spread of COVID-19, EDB provided a one-off additional grant for 21 special schools with a boarding section in March 2020. The amount of special grant was determined by the approved boarding capacity of the boarding sections, ranging from \$50,000 to \$150,000, and contributing to an additional expenditure of around \$2.25 million. In addition, EDB arranged a free COVID-19 test for all staff of boarding sections of aided special schools in July 2020, involving an expenditure of about \$340,000.
- (b) EDB provided a one-off Special Support Grant for all public sector schools (including special schools), schools under the Direct Subsidy Scheme and boarding sections of special schools subvented by EDB in July 2020 to assist schools in stepping up their cleaning and disinfection efforts in order to maintain a clean and hygienic school environment and safeguard students' health. Each school and boarding section received a one-off cash grant of \$100,000. Schools may use the grant to hire additional full-time or part-time janitors, or procure additional cleaning services. Over 1 000 schools and boarding sections of special schools benefitted from this initiative, involving an additional expenditure of around \$100 million.
- (c) EDB provided the Special Anti-epidemic Grant in 2020 and 2022 respectively for all schools (including special schools) offering full and formal curriculum to help schools and boarding sections of special schools replenish their epidemic prevention supplies, procure cleaning services for school premises and pay for other expenses related to epidemic prevention. Over 2 000 schools and boarding sections of special schools benefitted from the initiatives, involving an additional expenditure of about \$41 million and \$62 million respectively.
- (d) EDB provided masks to students with financial needs through their schools (including special schools) from May 2020 to November 2022. A total of about 178 million masks have been distributed so far and the expenditure involved was about \$29.7 million. In addition, a total of some 16 000 sets of N95 face masks and protective gowns were distributed to 23 aided special schools with a boarding section in February and March 2022 and the expenditure involved was about \$130,000. We also helped distribute 13 000 Rapid Antigen Test (RAT) kits and 25 000 face masks donated by various parties for the use of staff of boarding sections of special schools.

- (e) To tie in with the requirement for students to complete a RAT each day before returning to school (including special schools) after the schools' Easter holiday in the 2021/22 school year until March 2023, EDB had distributed a total of around 64 million RAT kits to needy students.
- (f) As regards the enhancement of ventilation facilities on the school premises, EDB has completed the ventilation assessments and the necessary enhancement measures in aided schools (including special schools), involving a total provision of about \$340 million.
- (g) For some special school students with more complicated physical and medical conditions, EDB, together with the Civil Service Bureau (CSB) and the Hospital Authority (HA) through cross-departmental collaboration, arranged students in schools for children with moderate intellectual disability, severe intellectual disability, physical disability and visual impairment cum intellectual disability, accompanied by school personnel, to get vaccinated at designated HA hospitals from July to August 2021 and from February to March 2022 respectively. In April 2022, EDB, in collaboration with CSB and HA again, arranged students to get vaccinated in designated Children Community Vaccination Centres and expanded the service targets to cover students with mild intellectual disability. A total of some 1 600 doses of vaccine were administered for 42 schools. In March and April 2022, we assisted in grouping 12 special schools in arranging their students, parents and staff to get inoculated under the Vaccination Subsidy Scheme School Outreach service. A total of about 140 doses of vaccine were administered. In addition, EDB approached the volunteer medical team and arranged their on-site provision of medical assessment and vaccination services for school boarders in special schools with a boarding section. From March to December 2022, 37 visits were arranged for provision of on-site vaccination service for students, parents and staff in 11 special schools, with a total of about 420 doses of vaccine administered.

**Number of approved classes, number of students and average unit cost per school place
in each type of special schools for the 2019/20 to 2021/22 school years**

School type	2019/20 school year			2020/21 school year			2021/22 school year		
	No. of approved classes	No. of students	Average unit cost per school place (HK\$)	No. of approved classes	No. of students	Average unit cost per school place (HK\$)	No. of approved classes	No. of students	Average unit cost per school place (HK\$)
Visual Impairment	16	119	469,500	18	125	477,000	19	126	457,000
Hearing Impairment	11	71	441,000	11	63	446,000	11	57	453,500
Physical Disability	103	903	397,500	103	880	403,500	104	872	419,500
Mild Intellectual Disability	227	3 295	242,000	233	3 314	251,000	235	3 356	255,500
Moderate Intellectual Disability	220	2 103	339,000	232	2 188	349,000	242	2 275	359,500
Severe Intellectual Disability	102	712	442,500	105	708	455,000	105	717	472,500
School for Social Development	93	647	249,000	96	572	255,000	97	596	259,500
Hospital School	33	351	242,500	34	373	241,000	34	312	243,500

Notes:

1. Figures refer to the position as at September of the respective school years.
2. For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, the figures are categorised according to the respective class types.

**Number of students newly admitted to each type of special schools
for the 2019/20 to 2021/22 school years**

School type	2019/20 school year	2020/21 school year	2021/22 school year
Visual Impairment	9	12	8
Hearing Impairment	7	4	4
Physical Disability	71	63	78
Mild Intellectual Disability	302	320	364
Moderate Intellectual Disability	207	215	233
Severe Intellectual Disability	46	44	56

Notes:

1. The number of newly admitted students includes students enrolled in Primary One in the new school year and students newly admitted at any time during the school year.
2. For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, the figures are categorised according to the respective class types.
3. Figures for School for Social Development and the Hospital School are not included due to the transitional nature of their education services.

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 3004)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding integrated education, please advise this Committee of –

1. the number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools in the past 5 school years by grade level and by type of SEN; and
2. the number of students with SEN graduated from public sector ordinary secondary schools, and the number of those who pursued further studies in post-secondary institutions or vocational training institutions after completing secondary education in the past 5 school years by type of institutions they enrolled in.

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 10)

Reply:

1.
The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade level and by type of SEN from the 2017/18 to 2021/22 school years is set out at Annex 1.

2.
The Government is committed to providing students with flexible and diversified study pathways with multiple entry and exit points. All students (including those with SEN) will make choices about post-school arrangements, including pursuing further studies locally or overseas or seeking employment, according to their personal aspirations, interests, aptitudes and educational needs.

Based on the information reported annually by public sector ordinary secondary schools, the number of Secondary 6 (S6) school leavers with SEN from the 2017/18 to 2021/22 school years, is tabulated below:

School Year	2017/18	2018/19	2019/20	2020/21	2021/22
No. of S6 school leavers with SEN	2 530	3 070	3 190	3 410	3 680

Note: Figures are rounded to the nearest ten.

Based on the information provided by the post-secondary institutions, the number of students with SEN enrolled in full-time locally-accredited sub-degree and undergraduate programmes offered by the University Grants Committee (UGC)-funded institutions and non-UGC-funded institutions (including the Vocational Training Council) from the 2017/18 to 2021/22 academic years is set out at [Annex 2](#). Given the discrepancy in the scope, target groups, methodology and mechanism for collecting information on students with SEN between the Education Bureau (EDB) and the post-secondary institutions, the information in the above table is not directly comparable to that at [Annex 2](#).

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by grade level and SEN type from the 2017/18 to 2021/22 school years ^(Note 1)**

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119
2019/20	108	122	168	144	153	111	144	139	139	132	128	108
2020/21	114	149	179	168	148	171	135	136	156	118	118	120
2021/22	115	160	203	195	175	144	176	134	132	129	110	109

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487
2020/21	901	1 134	1 171	1 287	1 214	1 174	1 015	985	956	833	654	548
2021/22	879	1 021	1 306	1 251	1 275	1 194	1 076	1 027	1 004	921	799	629

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827
2020/21	125	412	1 004	1 317	1 561	1 612	1 612	1 704	1 621	1 512	1 189	912
2021/22	134	315	842	1 332	1 531	1 678	1 693	1 736	1 699	1 486	1 308	1 073

Mental Illness (Note 2)	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74
2019/20	5	8	11	11	9	21	44	58	96	90	105	103
2020/21	8	20	24	27	25	29	45	81	113	136	117	165
2021/22	5	14	23	28	30	28	48	91	133	153	187	170

Specific Learning Difficulties	P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434
2020/21	1	131	2 135	3 221	2 983	2 751	2 521	2 277	2 238	1 949	1 582	1 442
2021/22	1	113	2 058	3 224	3 253	2 941	2 626	2 421	2 226	1 987	1 704	1 482

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40
2019/20	15	19	17	18	27	15	18	17	37	29	14	26
2020/21	16	23	22	18	19	29	16	24	19	34	30	16
2021/22	16	14	23	20	19	19	26	20	21	18	39	30

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11
2019/20	3	6	6	3	7	9	6	6	6	14	19	10
2020/21	3	8	6	7	4	9	9	7	7	6	17	17
2021/22	2	7	7	5	8	4	9	10	8	9	4	15

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61
2019/20	69	64	79	62	64	55	60	43	53	50	49	51
2020/21	61	62	66	74	58	62	43	52	40	45	44	47
2021/22	53	56	60	72	71	58	56	42	49	36	40	45

Speech & Language Impairment	P1 (Note 4)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26
2020/21	24	1 058	824	450	317	232	173	91	103	81	44	38
2021/22	32	1 110	930	618	376	261	181	121	117	82	67	48

- Notes:
1. Figures refer to the position as at September of the respective school years.
 2. Starting from the 2017/18 school year, EDB provides public sector ordinary primary and secondary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector ordinary schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that some parents or students are not willing to have their information submitted to EDB by the schools, we assume that the number reported by schools may be smaller.
 3. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties has been implemented at Primary One in primary schools to identify students with learning difficulties. Hence, the number of Primary One students with specific learning difficulties was smaller in September of each school year.
 4. The number of students with speech and language impairment would increase during the respective school year upon the follow-up by school-based speech therapists.

Number of students with special educational needs (SEN) enrolled in full-time locally-accredited sub-degree and undergraduate programmes from the 2017/18 to 2021/22 academic years

Academic Year	Sub-degree programmes			Undergraduate programmes		
	UGC-funded	Non-UGC-funded	Total	UGC-funded	Non-UGC-funded	Total
2017/18	16	852	868	460	237	697
2018/19	18	1 023	1 041	561	330	891
2019/20	26	1 242	1 268	680	341	1 021
2020/21	29	1 391	1 420	712	397	1 109
2021/22	50	1 530	1 580	897	451	1 348

Notes:

1. The number of students with SEN is based on information declared by individual students of the institutions.
2. Non-UGC-funded institutions include the Vocational Training Council.

- End -

CONTROLLING OFFICER'S REPLY

EDB057

(Question Serial No. 3151)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the current operation of international schools, private schools and Direct Subsidy Scheme (DSS) schools in Hong Kong, please advise this Committee of the following –

1. How many international schools, private schools and DSS schools were operating in Hong Kong in the past 5 school years? What were their respective numbers of students in each grade?
2. How many international schools, private schools and DSS schools were granted subsidies or loans by the Government in the past 5 school years? What were the respective amounts granted?
3. Since 2006, the Government has allocated vacant school premises and greenfield sites to international schools and facilitated their in-situ expansion and redevelopment. How many international schools were operating on land allocated by the Government in the past 5 school years? What was the gross site area of each school?
4. According to the prevailing policy, international schools and DSS schools are required by the Education Bureau (EDB) to set aside at least 10% of their total school fee incomes for the provision of fee remission and scholarships to students. Please tabulate the total school fee incomes of all operating international schools in Hong Kong in the recent 5 school years. What was the total amount of fee remission and scholarships provided? How many international schools fulfilled EDB's requirement? What follow-up actions were taken by the Government against non-complying schools?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 36)

Reply:

1. The numbers of international schools, other private schools and Direct Subsidy Scheme (DSS) schools operating in Hong Kong in the past 5 school years are set out below –

School Year	International schools ^{Note (1)}	Other private schools ^{Note (2)}	DSS schools
2018/19	54	84	81
2019/20	53	87	80
2020/21	54	90	80
2021/22	54	93	80
2022/23	54	97	80

Note: (1) Include the special school operated by the English Schools Foundation.

(2) “Other private schools” refer to private ordinary primary and secondary day schools registered with the Education Bureau (EDB). They include day schools offering local or non-local curriculum day courses but not special schools and primary and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

The numbers of students attending the above schools from the 2018/19 to 2022/23 school years by grade are set out at **Annex 1**.

2. Private schools (including international schools) are self-financing, market-driven and autonomous in their operation. They have to bear all of their operational expenses with no recurrent government subvention. To support the development of a vibrant international school sector to meet the demand for international school places from non-local families living in Hong Kong and families coming to Hong Kong for work or investment, the Government may, upon application by a non-profit-making school operator who has been allocated a site for international school development, offer an interest-free loan to the said operator for meeting part of the construction cost of its new school premises. The loan is capped at 100% of the cost for constructing a standard-design public-sector school accommodating the same number of students. The application is subject to approval by the Finance Committee (FC) of the Legislative Council. In the past 5 years, FC has approved 4 such applications, with a total loan amount of around \$1.44 billion.

In the past 5 school years, the Government did not grant any loans to DSS schools. All DSS schools received government subsidies and the amounts are as follows –

Financial year	Amount of Subsidies (\$ billion)
2018-19	4.209
2019-20	4.682
2020-21	4.807
2021-22	4.755
2022-23 (Revised Estimate)	4.696

3. Since 2006, the Government conducted a number of school allocation exercises (with the last one taking place between 2014 and 2015) under which vacant school premises and greenfield sites were allocated to school operators for the provision of international school places in support of the development of a vibrant international school sector. A total of 15 international schools have been allocated greenfield sites or vacant school premises. The relevant site area information is set out at **Annex 2**.

4. Annual school fee incomes of international schools are information of individual schools. All 15 international schools mentioned in (3) above have entered into a service agreement with the Government. Based on the information available, except for 1 school, the remaining 14 schools were able to set aside a specific percentage (10% in most cases) of their total school fee incomes for the provision of scholarships and/or financial assistance to needy students as required by their service agreements in the recent 5 years. The school that failed to fulfil the requirement has undertaken to increase the provision set aside within the period from 2020 to 2025 to make up for the under-provision in the past several school years. EDB will continue to follow up on this case.

**Number of primary and secondary students by level, grade and sector
from the 2018/19 to 2022/23 school years**

School year	Level	Grade	DSS	International	Other private
2018/19	Primary	P1	2 759	4 564	6 128
		P2	2 713	3 863	5 829
		P3	2 671	3 727	5 434
		P4	2 632	3 576	5 062
		P5	2 442	3 518	5 087
		P6	2 542	3 472	4 555
		All Grades	15 759	22 720	32 095
	Secondary	S1	8 072	3 210	1 301
		S2	7 679	3 018	1 248
		S3	7 428	2 645	1 090
		S4	7 638	2 347	922
		S5	7 526	2 314	907
		S6	7 258	2 197	882
		S7	0	1 747	644
All Grades	45 601	17 478	6 994		
2019/20	Primary	P1	2 742	4 411	6 077
		P2	2 759	4 000	6 117
		P3	2 721	3 888	5 842
		P4	2 686	3 738	5 390
		P5	2 434	3 579	5 077
		P6	2 593	3 540	4 561
		All Grades	15 935	23 156	33 064
	Secondary	S1	8 532	3 328	1 336
		S2	8 108	3 181	1 328
		S3	7 555	2 860	1 194
		S4	7 570	2 396	974
		S5	7 290	2 285	893
		S6	6 994	2 177	838
		S7	0	1 750	679
All Grades	46 049	17 977	7 242		
2020/21	Primary	P1	2 709	4 386	5 901
		P2	2 774	3 789	5 774
		P3	2 755	3 829	5 767
		P4	2 696	3 726	5 486
		P5	2 453	3 598	4 992
		P6	2 531	3 455	4 313
		All Grades	15 918	22 783	32 233
	Secondary	S1	8 289	3 444	1 413
		S2	8 310	3 260	1 450
		S3	7 779	3 000	1 251
		S4	7 419	2 536	1 065
		S5	7 082	2 296	886
		S6	6 707	2 008	840
		S7	0	1 688	615
All Grades	45 586	18 232	7 520		

School year	Level	Grade	DSS	International	Other private
2021/22	Primary	P1	2 770	4 399	5 571
		P2	2 721	3 865	5 532
		P3	2 735	3 736	5 318
		P4	2 693	3 762	5 310
		P5	2 383	3 637	4 914
		P6	2 442	3 534	4 017
		All Grades	15 744	22 933	30 662
	Secondary	S1	8 195	3 389	1 473
		S2	7 884	3 343	1 484
		S3	7 805	2 983	1 333
		S4	7 485	2 705	1 124
		S5	6 812	2 391	1 018
		S6	6 455	2 106	823
		S7	0	1 644	617
All Grades	44 636	18 561	7 872		
2022/23	Primary	P1	2 726	4 255	5 520
		P2	2 766	3 670	5 096
		P3	2 677	3 618	4 971
		P4	2 672	3 587	4 871
		P5	2 360	3 546	4 765
		P6	2 343	3 467	3 991
		All Grades	15 544	22 143	29 214
	Secondary	S1	8 056	3 419	1 450
		S2	7 771	3 200	1 421
		S3	7 424	3 007	1 359
		S4	7 497	2 629	1 198
		S5	6 883	2 451	1 076
		S6	6 261	2 079	908
		S7	0	1 698	665
All Grades	43 892	18 483	8 077		

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures do not include the special school operated by the English Schools Foundation.
- (3) “Other private schools” refer to private ordinary primary and secondary day schools registered with the Education Bureau. They include day schools offering local or non-local curriculum day courses but not special schools and primary and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

Site area of international schools allocated vacant school premises or greenfield site through School Allocation Exercises since 2006

Name of school	Address	Nature	Site Area(m²) (approx.)
American School Hong Kong	6 Ma Chung Road, Tai Po, New Territories	Vacant school premises	5 770
Carmel School	460 Shau Kei Wan Road, Hong Kong	Vacant school premises	3 380
Christian Alliance International School	33 King Lam Street, Kowloon	Greenfield site	19 552
French International School	1 Cheung Man Road, Chai Wan, Hong Kong	Vacant school premises	6 432
	28 Tong Yin Street, Tseung Kwan O, New Territories	Greenfield site	8 200
German Swiss International School	162 Pokfulam Road, Pokfulam, Hong Kong	Vacant school premises	2 146
Harrow International School Hong Kong	38 Tsing Ying Road, Tuen Mun, New Territories	Greenfield site	37 984
Hong Kong Academy	33 Wai Man Road, Sai Kung, New Territories	Greenfield site	7 858
International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	Vacant school premises	8 180
Kellett School	7 Lam Hing Street, Kowloon Bay, Kowloon	Greenfield site	9 521
Malvern College Hong Kong	3 Fo Chun Road, Tai Po, New Territories	Greenfield site	6 147
Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	Vacant school premises	4 555
Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	Vacant school premises	4 552
Shrewsbury International School Hong Kong	10 Shek Kok Road, Tseung Kwan O, New Territories	Greenfield site	6 028
The Harbour School	Ap Lei Chau Estate Phase I, Ap Lei Chau, Hong Kong	Vacant school premises	1 200
The International Montessori School	Phase III, Ma Hang Estate, Stanley, Hong Kong	Vacant school premises	4 730

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 1019)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As indicated in the Estimates for the Education Bureau's (EDB's) Head of Expenditure, EDB will "continue to provide additional resources through the Quality Education Fund (QEF) for application by publicly-funded schools and kindergartens joining the Kindergarten Education Scheme to implement activities to promote national education, national security education (NSE), as well as media and information literacy education". In this connection, will the Government advise this Committee of the following –

- (a) the details of the work funded by QEF on the promotion of national education, NSE, as well as media and information literacy education in the past year;
- (b) whether other channels on top of QEF will be tapped to garner more resources for schools to promote national education and NSE; if yes, of the details; if no, of the reasons; and
- (c) apart from incorporating a supplement about NSE into the existing curriculum, what plans are there to further promote NSE in schools?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 1)

Reply:

- (a)
To further support schools to promote national education, national security education (NSE) as well as media and information literacy education, the Quality Education Fund (QEF) implemented an enhancement measure in November 2021 for application by publicly-funded primary and secondary schools (including special schools) for a funding of not exceeding \$300,000 to conduct project activities lasting for about 24 months for further strengthening measures to promote national education, NSE as well as media and information literacy education. Each kindergarten joining the Kindergarten Education Scheme may apply for funding of not exceeding \$150,000 to step up measures to promote national education and

NSE. Since the launch of the enhancement measure, QEF has approved a funding of around \$150 million to support schools in implementing pertinent activities and measures.

(b) and (c)

The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, etc., to support schools in promoting national education and NSE within and beyond classroom through whole-school participation, enhancing students’ sense of national identity and national pride, as well as helping students understand their responsibility, as a Chinese, to protect our country together.

Curriculum development

Learning elements relating to national education and NSE have long been embedded in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, Citizenship and Social Development (CS), and those related to technology and science. In recent years, EDB has been continuously strengthening national education and NSE through curriculum enhancement, including making Chinese History an independent compulsory subject at the junior secondary level and implementing the new junior secondary Chinese History curriculum starting with Secondary One from the 2020/21 school year to enable students to learn about our country’s history and development in a holistic and systematic manner; replacing Liberal Studies by CS starting with Secondary Four in the 2021/22 school year; launching the Curriculum Framework of National Security Education in Hong Kong and 15 respective subject curriculum frameworks on NSE in 2021 for schools’ reference to facilitate the holistic planning of and whole-school participation in promoting NSE; and the release of the Primary Education Curriculum Guide (Pilot Version) in September 2022, which encompasses the learning elements of national education and NSE.

Learning and teaching resources

As an ongoing effort, EDB has been providing schools with a variety of learning and teaching resources such as teaching resources on the Constitution of the People’s Republic of China, National Security Education Online Learning Platform, and National Security Education Exhibition Boards, with a view to helping schools promote national education and NSE within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform “National Education One-stop Portal” has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country as well as NSE, etc. on an ongoing basis.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers and teachers aspiring for promotion. EDB has also continuously organised knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on “Understanding Our Country” and

“NSE”, as well as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic Law, encompassing the historical background of “One Country, Two Systems” and the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. To support schools in promoting NSE, EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

Life-wide learning activities

EDB has all along been organising diversified activities for primary and secondary students, such as the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day and National Constitution Day Online Quiz Competitions, the Territory-wide Primary Schools Quiz Competition on Chinese History and Culture, as well as the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture. In addition, under the Constitution and Basic Law Student Ambassadors Training Scheme, thematic seminars, visits and workshops on national flag raising ceremony, etc. are arranged for student ambassadors. The response to these activities has been overwhelming. Furthermore, EDB and the Security Bureau have jointly organised the Let’s Join Hands in Safeguarding National Security Programme, activities of which include the Slogan-cum-Poster Design Competition on National Security, and the National Security Online Quiz Competition, etc. The Programme aims to create an atmosphere of safeguarding national security and enhance students’ and teachers’ understanding of the Constitution, the Basic Law and national security, thereby pooling our strengths to safeguard national security. To facilitate schools in organising school-based national education and NSE activities on important days, EDB has compiled the “National Education – Event Planning Calendar”. School may also deploy the Life-wide Learning Grant (LWL Grant), which has been disbursed by EDB since the 2019/20 school year, to plan and arrange activities relating to national education and NSE for teachers and students at school level.

Being the school sponsoring body of government schools, EDB has taken the lead in adopting a whole-school and joint-school collaborative approach in the 2022/23 school year to launch a series of inter-school national education activities under the theme of “Love Our Home, Treasure Our Country” in accordance with the “National Education – Event Planning Calendar” issued by EDB to commemorate key national events and promote national education.

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidise those organised by schools with a view to enabling students to gain first-hand experience of our country’s developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of CS also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April

and August. Mainland exchange programmes for primary and secondary students will also be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions, promotion leaflets and EDB website to encourage schools to actively arrange students to participate in the programmes and study tours.

In addition, schools may make use of the recurrent LWL Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. QEF has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

Home-school cooperation

EDB has been encouraging schools to maintain close contact with parents and foster home-school cooperation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students’ awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards.

In the future, EDB will continue to make optimal use of the recurrent funding and work closely with relevant government departments and non-governmental organisations to better support schools in the promotion of national education, NSE as well as media and information literacy education.

- End -

CONTROLLING OFFICER'S REPLY

EDB059

(Question Serial No. 1025)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (NSL) has been implemented from 11 p.m. on 30 June 2020 in the Hong Kong Special Administrative Region (HKSAR). As stipulated clearly in Article 10 of NSL, the HKSAR Government shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law. Will the Government inform this Committee –

- (a) What measures have been taken to promote national security education in schools since the implementation of NSL?
- (b) What have been done to ensure that teachers have sufficient knowledge of national security to teach the subject?
- (c) Will consideration be given to make addition to or partially revise the funding guidelines so as to facilitate schools in inviting social organisations to help promote national security education in a more effective manner?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 11)

Reply:

(a) to (c)

The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, to support schools in planning and promoting national security education (NSE) within and beyond the classroom effectively.

Curriculum development

Learning elements relating to NSE have all along been included in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, as well as Citizenship and Social Development (CS). EDB issued the Curriculum Framework of National Security Education in Hong Kong and related subject curriculum frameworks on NSE in 2021 for schools' reference to facilitate the holistic planning of and the whole-school participation in promoting NSE. In addition, EDB released the Values Education Curriculum Framework (Pilot Version) in 2021, with an emphasis that students' sense of belonging towards our country should be strengthened from an early age, with a view to helping them develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, national emblem and national anthem), and understand the importance of the Constitution, the Basic Law and national security. This is to establish students' sense of national identity and help them understand their responsibility, as a Chinese, to protect our country together. Moreover, the Primary Education Curriculum Guide (Pilot Version) which encompasses elements of NSE was also released in September 2022.

Learning and teaching resources

As an ongoing effort, EDB has been providing schools with a variety of learning and teaching resources such as teaching resources on the Constitution of the People's Republic of China, online self-learning programmes on the Basic Law, a thematic webpage on "Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag", the audio picture book entitled "Let's Learn about National Security", the NSE Online Learning Platform, the NSE Exhibition Boards, the "Little National Affairs Experts" Interactive Quiz Game Resource Pack, short videos on examples of NSE and online games. Moreover, an online resources platform "National Education One-stop Portal" has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country. As for kindergartens (KGs), to support them to teach students about the national flag and the related knowledge and etiquette, as well as to nurture their sense of national identity, EDB produced the short video entitled "National Flag Raising Ceremony and National Education in Kindergarten" and a series of Values Education Learning and Teaching Resources to help children become good citizens and lay a foundation for a systematic education on the Constitution, the Basic Law and NSE in primary school level. In addition, EDB provided KGs joining the Kindergarten Education Scheme (Scheme-KGs) with a one-off Grant for Procurement of National Flag and Movable Flagpole in the 2021/22 school year to support them in purchase of national flags and movable flagpoles. EDB has also provided Scheme-KGs with a one-off Grant for Promotion of Chinese Art and Culture in March 2023. KGs may use the grant to organise various school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Starting from the 2022/23 school year, all newly-appointed regular teachers in public sector schools are required to pass

the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass the BLT will be extended to all Direct Subsidy Scheme schools and Scheme-KGs. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers the Basic Law and the National Security Law. Moreover, EDB will also arrange Mainland study tours of 3 to 4 days for teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with the Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons.

Besides, related subject sections of EDB have continuously organised teacher training programmes in relation to NSE. For example, the related sections of organises Chinese History teacher training activities on the War of Resistance against Japanese Aggression on an ongoing basis, while a series of teacher training programmes on curriculum-related themes have been held under CS since June 2021. Moreover, EDB has continuously organised holistic and systematic teacher training programmes related to NSE in different modes, including knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on “Understanding Our Country” and “NSE”, and workshops on national flag raising ceremony. Furthermore, EDB has organised Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong in the past two school years. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

Life-wide learning activities

EDB has all along been organising diversified activities on NSE for primary and secondary students, such as the Constitution and Basic Law Territory-wide Inter-school Competition, as well as the National Day and National Constitution Day Online Quiz Competitions. Under the Constitution and Basic Law Student Ambassadors Training Scheme, thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities has been overwhelming. Furthermore, EDB and the Security Bureau have jointly organised the Let's Join Hands in Safeguarding National Security Programme, activities of which include the Slogan-cum-Poster Design Competition on National Security, National Security Online Quiz Competition, National Security Writing Competition, and School Bulletin Board Design Competition on National Security. The Programme aims to create an atmosphere of safeguarding national security and enhance students' and teachers' understanding of the Constitution, the Basic Law and national security, thereby pooling our strength to safeguard national security. To facilitate schools in organising school-based national education activities on important days, EDB has also compiled the “National Education – Event Planning Calendar”. Being the school sponsoring body of government schools, EDB has taken the lead in adopting a whole-school and joint-school collaborative approach in the 2022/23 school year to launch a series of inter-school national education activities under the theme of “Love Our Home, Treasure Our Country” in accordance with the above-mentioned “National Education – Event Planning Calendar” to commemorate key national events and promote national education.

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such

aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The subject of CS also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. Mainland exchange programmes for students will also be resumed in the 2023/24 school year.

Home-school cooperation

EDB has been encouraging schools to maintain close contact with parents and foster home-school cooperation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students' awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards.

Administration and education guidelines

Regarding school management and administration, EDB has provided schools with detailed administration and education guidelines. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures on safeguarding national security and promoting NSE. EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on the implementation of the related measures through school visits and daily communications with schools. EDB will also organise sharing sessions to facilitate professional sharing and experience exchange among schools to enhance the effectiveness in school planning and implementation of measures on safeguarding national security and NSE.

EDB disburses various recurrent and/or non-recurrent grants to schools every year. Schools are allowed to flexibly deploy the grants according to relevant principles of use, school-based circumstances and students' needs, so as to carry out appropriate learning and teaching or training activities, including the promotion of NSE.

- End -

CONTROLLING OFFICER'S REPLY

EDB060

(Question Serial No. 2509)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of –

- (1) the numbers of places and intakes of each member institution of the Vocational Training Council (VTC) in each of the past 10 years, and the number of students enrolled in the year who eventually completed their studies and graduated;
- (2) the employment and articulation profiles of graduates of VTC member institutions in the past 5 years by academic discipline; and
- (3) the median income of graduates of VTC member institutions in the past 5 years by academic discipline.

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 7)

Reply:

(1)

The numbers of intake places, fresh intakes and graduates of the publicly-funded and self-financing full-time programmes offered by the Vocational Training Council (VTC) in the 2018/19 to 2022/23 academic years by programme type and academic discipline are set out in Annex 1.

(2) and (3)

The numbers of graduates from the publicly-funded and self-financing full-time programmes offered by VTC, graduates employed in full-time jobs and their monthly median income, and graduates pursuing further studies in the 2017/18 to 2021/22 academic years by programme type and academic discipline are set out in Annex 2.

Numbers of intake places, fresh intakes and graduates of the publicly-funded and self-financing full-time programmes offered by VTC in the 2018/19 to 2022/23 academic years by programme type and academic discipline

Programme type	Academic discipline	2018/19			2019/20			2020/21			2021/22			2022/23		
		No. of intake places	No. of fresh intakes	No. of graduates	No. of intake places	No. of fresh intakes	No. of graduates	No. of intake places	No. of fresh intakes	No. of graduates	No. of intake places	No. of fresh intakes	No. of graduates	No. of intake places	No. of fresh intakes	No. of graduates
Higher Diploma	Business	1 020	1 197	1 022	900	941	1 134	780	757	766	720	800	664	750	771	Not available
	Childcare, Elderly and Community Services	795	782	718	750	851	731	780	814	729	770	732	687	730	662	
	Design	2 010	2 354	1 692	2 190	2 265	1 699	1 890	1 892	1 490	1 760	1 797	1 502	1 710	1 731	
	Engineering	2 550	2 291	1 923	2 230	1 899	2 055	1 800	1 630	1 564	1 540	1 505	1 036	1 450	1 461	
	Health and Life Sciences	1 140	1 177	915	1 140	1 065	1 022	930	1 057	814	1 020	1 044	776	1 040	1 011	
	Hospitality	1 860	1 745	1 268	1 690	1 681	1 543	1 470	1 221	1 348	1 140	1 068	999	1 010	829	
	Information Technology	1 170	1 453	916	1 300	1 302	1 064	1 200	1 221	917	1 170	1 259	782	1 160	1 258	
	Interdisciplinary*	180	136	-	210	175	95	180	150	137	-	-	-	-	-	
Diploma of Foundation Studies	4 770	5 882	5 216	4 770	5 643	4 925	4 350	5 018	4 571	4 350	4 872	4 222	4 350	4 955		
Diploma of Vocational Education/Diploma of Vocational Baccalaureate	3 640	3 910	1 726	3 710	3 430	1 443	3 315	3 133	1 671	2 950	3 425	1 668	2 970	3 052		
Other Diplomas/Certificates	1 222	1 235	991	1 265	488	549	960	1 303	576	944	596	634	962	802		

* Starting from the 2021/22 academic year, interdisciplinary programmes have been incorporated into related disciplines.

Figures as at 15 October 2022.

**Numbers of graduates from the publicly-funded and self-financing full-time programmes offered by VTC,
graduates employed in full-time jobs and their monthly median income, and graduates pursuing further studies
in the 2017/18 to 2021/22 academic years by programme type and academic discipline**

Programme type	Academic discipline	2017/18					2018/19				
		No. of graduates	No. of surveyed graduates [^]	No. of graduates employed in full-time jobs ^{^@}	Monthly median income [^] (HK\$)	No. of graduates pursuing full-time programmes ^{^@}	No. of graduates	No. of surveyed graduates [^]	No. of graduates employed in full-time jobs ^{^@}	Monthly median income [^] (HK\$)	No. of graduates pursuing full-time programmes ^{^@}
Higher Diploma	Business	1 433	1 190	397	12,540	680	1 022	844	262	12,727	458
	Childcare, Elderly and Community Services	685	545	377	19,154	98	718	643	417	18,231	148
	Design	2 020	1 648	701	11,973	615	1 692	1 339	428	12,192	545
	Engineering	2 285	1 950	1 244	14,134	495	1 923	1 631	934	14,577	498
	Health and Life Sciences	1 009	831	333	12,583	397	915	741	245	13,423	391
	Hospitality	1 491	1 236	454	12,302	605	1 268	1 059	358	13,224	549
	Information Technology	994	843	357	12,828	373	916	766	244	13,605	394
	Interdisciplinary [*]	-	-	-	-	-	-	-	-	-	-
Diploma of Foundation Studies	5 452	5 094	289	12,599	4 687	5 216	4 909	212	12,744	4 515	
Diploma of Vocational Education/ Diploma of Vocational Baccalaureate	1 916	1 613	469	10,355	985	1 726	1 489	309	12,178	991	
Other Diplomas/Certificates [#]	549	485	313	13,850	92	630	542	308	14,168	105	

* Starting from the 2021/22 academic year, interdisciplinary programmes have been incorporated into related disciplines.

[^] Figures are based on the annual graduate employment surveys.

[@] Apart from full-time employment and further studies, some graduates have opted for part-time employment, self-employment or temporary unemployment for personal reasons.

[#] Employment statistics of graduates of full-time short courses (i.e. less than 22 weeks) are excluded.

(Cont'd)

Programme type	Academic discipline	2019/20					2020/21					2021/22	
		No. of graduates	No. of surveyed graduates [^]	No. of graduates employed in full-time jobs ^{^@}	Monthly median income [^] (HK\$)	No. of graduates pursuing full-time programmes ^{^@}	No. of graduates	No. of surveyed graduates [^]	No. of graduates employed in full-time jobs ^{^@}	Monthly median income [^] (HK\$)	No. of graduates pursuing full-time programmes ^{^@}	No. of graduates	As the graduate employment survey is underway, figures including the number of surveyed graduates, number of graduates employed in full-time jobs, monthly median income and number of graduates pursuing further studies are not yet available.
Higher Diploma	Business	1 134	929	258	12,839	498	766	585	157	14,181	369	664	
	Childcare, Elderly and Community Services	731	625	238	13,012	223	729	527	250	14,635	197	687	
	Design	1 699	1 392	338	12,405	663	1 490	1 088	352	13,362	508	1 502	
	Engineering	2 055	1 771	893	14,517	644	1 564	1 195	646	15,160	419	1 036	
	Health and Life Sciences	1 022	870	297	12,935	390	814	590	221	14,141	284	776	
	Hospitality	1 543	1 311	385	13,480	629	1 348	1 065	351	14,258	530	999	
	Information Technology	1 064	919	266	12,996	453	917	713	223	14,347	379	782	
	Interdisciplinary [*]	95	81	18	12,586	49	137	99	22	13,528	60	-	
Diploma of Foundation Studies	4 925	4 550	187	13,247	4 162	4 571	4 117	206	14,133	3 770	4 222		
Diploma of Vocational Education/ Diploma of Vocational Baccalaureate	1 443	1 285	193	11,878	900	1 671	1 346	204	12,520	983	1 668		
Other Diplomas/Certificates [#]	445	384	182	13,996	99	427	331	189	14,763	89	509		

* Starting from the 2021/22 academic year, interdisciplinary programmes have been incorporated into related disciplines.

[^] Figures are based on the annual graduate employment surveys.

[@] Apart from full-time employment and further studies, some graduates have opted for part-time employment, self-employment or temporary unemployment for personal reasons.

[#] Employment statistics of graduates of full-time short courses (i.e. less than 22 weeks) are excluded.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 0861)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

To facilitate the provision of diversified and flexible pathways with multiple entry and exit points for local students to pursue post-secondary education, and to enhance Hong Kong's development as a regional education hub, the Government has been taking a series of measures to support students pursuing self-financing post-secondary education programmes. In this connection, please advise this Committee of the following –

1. What are the funding support measures (including allocation of land) provided for the self-financing post-secondary education sector in the past year? Please tabulate the institutions benefited, programmes, mode of study (i.e. full-time or part-time) and amounts of funds approved;
2. What are the manpower and expenditure involved in these measures?
3. Is there any plan to review the effectiveness of the measures? If yes, what are the details and implementation timetable? If no, what are the reasons?
4. If there is any plan to review the effectiveness of the measures, what are the key performance indicators?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 22)

Reply:

1.

It has all along been the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. In pursuance of this policy, the Education Bureau (EDB) implements a host of support measures for self-financing institutions as well as provides subsidies and scholarships for students pursuing self-financing programmes, with a view to promoting the healthy and sustainable development of the self-

financing sector. The support measures implemented in the 2022/23 academic year include –

For institutions

- (a) Quality Enhancement Support Scheme (QESS) under the Self-financing Post-secondary Education Fund (SPEF) – to support worthwhile non-works projects that enhance the quality of teaching and learning;
- (b) Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (ESGS) – to support institutions to develop and enhance programmes that meet market needs but require high start-up costs;
- (c) Competitive Research Funding Schemes for the Local Self-financing Degree Sector (Research Funding Schemes) funded by the Research Endowment Fund – to support research projects and activities of the self-financing degree sector on a competitive basis with a view to strengthening academic and research development.

For students

- (d) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) – to subsidise students to pursue designated full-time locally-accredited self-financing undergraduate and sub-degree programmes in selected disciplines, with a view to nurturing talent for industries with keen demand for human resources;
- (e) Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) – to provide a non-means-tested subsidy to eligible students pursuing full-time locally-accredited local and non-local self-financing undergraduate programmes offered by eligible institutions in Hong Kong; and
- (f) Self-financing Post-secondary Scholarship Scheme (SPSS) under SPEF – to offer scholarships and awards to outstanding students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes.

The amounts disbursed under the abovementioned support measures by institution in the 2022/23 academic year are set out at the **Annex**.

2.

As the implementation of the abovementioned support measures is part of the regular work of EDB and the manpower and expenditure involved are subsumed within the overall estimated expenditure, a breakdown is not available.

3 and 4.

EDB reviews the effectiveness of the abovementioned support measures from time to time to consider suitable enhancements, with a view to ensuring that their respective policy objectives can be achieved and supporting the sustainable development of the self-financing post-secondary education sector.

For ESGS and QESS, institutions are required to formulate a series of performance indicators in their proposals when applying for funding. When assessing the applications, EDB will also consult the relevant policy bureaux as necessary. If the application is approved, the institution is required to submit progress reports to EDB on a regular basis to review the implementation progress of the project concerned and whether the performance indicators can be achieved. In the event that a project is not implemented according to the schedule and fails to achieve the performance indicators, EDB reserves the right to withhold or terminate further payment to the institution concerned, or even seek repayment of the funding released from the institution.

Moreover, for SSSDP, EDB, in consultation with policy bureaux on Hong Kong's social and economic development needs as well as the needs of various industries, makes adjustments as appropriate to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under SSSDP every year, with a view to nurturing talent in support of specific industries with keen demand for human resources. To tie in with the Government's strategy to promote vocational and professional education and training through fostering industry-institution collaboration and diversified development, EDB will take forward the initiatives announced in the 2022 Policy Address to expand SSSDP to cover top-up degree programmes and increase in phases the numbers of subsidised places, as well as rationalise the implementation details of SSSDP and NMTSS to benefit students from different backgrounds, with effect from the 2023/24 academic year.

**Amounts Disbursed under Various Support Measures for the Self-financing Post-secondary Education Sector
by Institution in the 2022/23 Academic Year**

Institution	QESS ^[1] (\$'000)	ESGS ^[2] (\$'000)	Research Funding Schemes (\$'000)	SPSS ^[3] (\$'000)	SSSDP ^[4] (\$'000)	NMTSS ^[4] (\$'000)
Caritas Institute of Higher Education	2,734	0	7,470	2,450	153,156	10,043
Hong Kong Chu Hai College	0	0	2,190	320	3,362	1,627
Gratia Christian College	0	0	0	185	N/A	2,590
HKCT Institute of Higher Education	0	0	951	190	951	3,121
Hong Kong Nang Yan College of Higher Education	1,905	0	0	190	N/A	232
Hong Kong Shue Yan University	5,960	0	15,094	3,925	1,770	80,078
The Hang Seng University of Hong Kong	0	17,074	12,416	6,715	50,128	117,462
Tung Wah College	2,417	26,471	4,838	2,910	183,814	16,417
UOW College Hong Kong	0	0	0	1,865	1,460	7,365
Yew Chung College of Early Childhood Education	0	0	804	345	N/A	3,353
Caritas Bianchi College of Careers	1,346	0	N/A	525	20,107	N/A
Caritas Institute of Community Education	0	0	N/A	N/A	N/A	N/A
HKU SPACE Po Leung Kuk Stanley Ho Community College	0	0	N/A	2,130	36,202	N/A
Hong Kong Adventist College	0	0	N/A	N/A	N/A	N/A
Hong Kong College of Technology	0	0	N/A	200	3,536	N/A
Hong Kong Institute of Technology	0	0	N/A	530	N/A	4,299
YMCA College of Careers	0	0	N/A	N/A	133	N/A
City University of Hong Kong – School of Continuing and Professional Education	0	N/A	N/A	600	N/A	N/A
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1,714	N/A	0 ^[5]	5,750	N/A	N/A
Lingnan University and Lingnan Institute of Further Education	0	N/A	N/A	880	N/A	N/A
The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	N/A	N/A	1,270	N/A	N/A
The Education University of Hong Kong	0	N/A	N/A	390	N/A	N/A
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	8,325	N/A	14,241 ^[6]	8,545	N/A	N/A
The Hong Kong University of Science and Technology	0	N/A	N/A	210	N/A	N/A
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	0	N/A	N/A	5,335	N/A	N/A
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education	0	73,838	13,336 ^[7]	16,190	289,520	121,588
Vocational Training Council ^[8]	5,868	N/A	5,850 ^[9]	5,735	22,246	74,700
Hong Kong Art School	0	N/A	N/A	165	N/A	714

Notes:

- [1] Projects approved under QESS in the 2021/22 round of applications are implemented from the 2022/23 academic year and funds are disbursed to institutions in the 2022/23 academic year.
- [2] Application results of ESGS in the 2021/22 round of applications were announced in December 2022. A total of 4 projects were approved to support relevant institutions to develop and enhance the following full-time post-secondary programmes –
- (a) Bachelor of Science (Honours) in Medical Imaging (Tung Wah College);
 - (b) Bachelor of Science (Honours) in Construction Management and Surveying (Hong Kong Metropolitan University);
 - (c) Bachelor of Arts (Honours) in New Music and Interactive Entertainment (Hong Kong Metropolitan University); and
 - (d) Bachelor of Business Administration (Honours) in Supply Chain Management and Bachelor of Management Science and Information Management (Honours) (The Hang Seng University of Hong Kong).
- [3] Application results of SPSS for the 2022/23 academic year have yet to be announced. The amounts disbursed in the 2021/22 academic year are shown in the table above for reference.
- [4] Relevant figures are subsidies disbursed in the 2022/23 academic year (as of February 2023).
- [5] Only applicable to the School of Continuing Education of Hong Kong Baptist University.
- [6] Only applicable to the School of Professional Education and Executive Development of The Hong Kong Polytechnic University.
- [7] Only applicable to Hong Kong Metropolitan University.
- [8] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- [9] Only applicable to the Technological and Higher Education Institute of Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB062

(Question Serial No. 0869)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the respective expenditures on educational support for newly-arrived children and non-Chinese speaking (NCS) students in 2022-23, the estimated expenditures on educational support for newly-arrived children and NCS students in 2023-24, and the reasons for the change in expenditures.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 30)

Reply:

The Education Bureau (EDB) provides newly-arrived children with support services including the choice of attending the six-month full-time Initiation Programme operated by local schools, or the Induction Programme run by non-governmental organisations, and the provision of School-based Support Scheme Grant to schools for organising various school-based support programmes. These Programmes/Grant primarily aim at helping the students integrate into the local community and overcome learning difficulties.

The Government is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaption to the local education system and mastery of the Chinese language. EDB has implemented a series of support measures since 2014, which include the implementation of the “Chinese Language Curriculum Second Language Learning Framework” in primary and secondary schools, substantial increase of the additional funding to schools as well as provision of learning and teaching resources, teacher training and professional support to schools, thereby strengthening the support for NCS students to learn Chinese and the creation of an inclusive learning environment in schools. Besides, EDB has implemented other complementary measures, which include encouraging parents of NCS children to enrol their children in local kindergartens so that they would adapt to the local education system and to expose them to the learning of the Chinese language as early as possible; providing summer bridging programmes to help NCS students at the primary levels adapt to classroom setting and consolidate their Chinese learning; providing school-based life planning education support services for NCS students and arranging career exploration activities to facilitate their

preparation for further studies and career pursuits; and providing parent education programmes especially for parents of NCS students so that they would support and encourage their children to master the Chinese language as well as gain a better understanding of the multiple pathways available to their children, etc.

In the 2022/23 and 2023/24 school years, the estimated expenditures on the Initiation Programme, the Induction Programme and the School-based Support Scheme Grant for newly-arrived children are tabulated as follows –

Support measure	2022/23 school year Revised estimate (\$ million)	2023/24 school year Estimated expenditure (\$ million)
Initiation Programme	21.2	22.0
Induction Programme	1.0	2.2
School-based Support Scheme Grant	26.1	26.1
Total	48.3	50.3

The estimated expenditures on support measures for NCS students are tabulated at [Annex](#).

**Education support measures provided for non-Chinese speaking (NCS) students
and estimated expenditures in the 2022/23 and 2023/24 school years**

Support measure	2022/23 school year Revised estimate (\$ million) (Note 1)	2023/24 school year Estimated expenditure (\$ million) (Note 1)
Increasing the funding to schools on a tiered basis according to the number of NCS students admitted, and enhancing school-based professional support services to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of Chinese, as well as the creation of an inclusive learning environment in schools	381.5	389.8
Provision of student grant for Applied Learning Chinese (for NCS students)	7.0	8.3
Provision of the Grant for Supporting NCS Students with Special Educational Needs (SEN) under a 3-tiered structure for public sector ordinary primary and secondary schools admitting NCS students with SEN	36.0	40.8
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0	3.0
Development of the "Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)" and the supporting learning and teaching materials. The measure has been implemented starting from the 2019/20 school year	2.0	- (Note 2)
Organising district-based programmes in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	2.9	- (Note 3)
Provision of training programmes for Chinese Language teachers teaching NCS students	(Note 4)	(Note 4)
Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for kindergartens (KGs) and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students	9.2	- (Note 5)
Enhancing the subsidy for KGs admitting NCS students with a 5-tiered subsidy which is provided based on the number of NCS students admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS students	132.4	133.0

Support measure	2022/23 school year Revised estimate (\$ million) (Note 1)	2023/24 school year Estimated expenditure (\$ million) (Note 1)
Provision of specific training courses on supporting NCS students for KG teachers (Note 6)	1.7	1.7
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	0.5 (Note 7)	2.2
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers	0.6 (Note 8)	- (Note 8)
Provision of a series of parent education programmes for parents of NCS students to help them support their children's learning, encourage their children to master the Chinese language, and help them have a more comprehensive understanding of the multiple pathways available to their children	3.6 (Note 9)	3.5 (Note 9)
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a "subsidised examination fee" on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language)	7.9 (Note 10)	9.2 (Note 10)
Commissioning non-governmental organisations to provide school-based support services on life planning education and organise career exploration activities for NCS students to help them make informed choices about further studies and career pursuits, set personal goals and plan their future	1.6	1.9

Notes:

1. As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB's overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
2. The development of the "Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)" was completed in July 2019, and that of the corresponding learning and teaching materials will be completed in the 2022/23 school year.
3. As the applications of the programmes for the 2023/24 school year are being processed and pending deliberation by the Standing Committee on Language Education and Research, the estimated expenditure is not available.
4. As the programmes are subsumed under EDB's recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
5. The measure has been implemented starting from the 2019/20 school year. Starting from the 2022/23 school year, the expenses are covered by the Quality Education Fund.
6. Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses for supporting NCS students has been included in the revised estimate and estimated expenditure.

7. The summer holidays had been advanced to March and April 2022 and the 2021/22 school year was extended to August 2022. As a result, the duration of and number of students enrolled for the 2022/23 Summer Bridging Programme (which took place before the 2022/23 school year commenced) were lower.
8. The expense is the expenditure of teacher workshops. In view of a series of enhanced support measures provided for NCS students in learning the Chinese Language in recent years, the resources have been consolidated after review to ensure that resources are used in a more effective manner. In the 2022/23 school year, the support services provided by Chinese Language Learning Support Centres only include teacher workshops.
9. The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
10. With the Government paying the examination fees for school candidates of the 2023 and 2024 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2022/23 and 2023/24 school years is waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB063

(Question Serial No. 0872)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Quality Education Fund (QEF) established under the Education Bureau finances non-profit making and innovative initiatives for the promotion of quality education in Hong Kong. In this connection, please advise this Committee of the following –

- (1) please use the table below to give a breakdown of the number of QEF applications received, as well as the number of applications and amount of funding approved in the past 5 years;

	2018	2019	2020	2021	2022
Number of applications					
Number of approved applications					
Amount of funding approved					

- (2) As learnt, there are views that the utilisation rate of QEF is unsatisfactory. Please advise whether the Administration has looked into the reasons thereof; if yes, of the details; if no, of the reasons;
- (3) given that QEF has received a total of 620 applications in 2021/22 school year as at May 2022, in which 497 applications are still being processed, please advise whether the Administration has completed the vetting of all applications; if no, of the reasons;
- (4) please advise whether a mechanism would be put in place to review the effectiveness of the funding programme; if yes, of the details and the implementation timetable; if no, of the reasons; and

- (5) if there are plans to put in place a mechanism to review the effectiveness of QEF, what will be the key performance indicators?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 33)

Reply:

(1)

The Quality Education Fund (QEF) was established to fund projects that help raise the quality of school education and promote quality school education at all levels. Since its establishment in 1998, QEF has funded more than 13 400 projects. A breakdown of the number of QEF applications received, the number of projects funded and the amount of funding approved in the past 5 school years is tabulated below –

School year	No. of applications [#]	No. of projects funded by QEF [#]	Funding amount (approx. \$million)
2017/18	980	640	231
2018/19	1 410	950	639
2019/20	1 070	780	466
2020/21	900	610	390
2021/22	1 250	820	253

Note

Figures rounded to the nearest ten.

Besides, QEF has launched theme-based funding programmes in recent years, including the Dedicated Funding Programme for Publicly-funded Schools, “My Pledge to Act” Funding Programme, Enhanced “My Pledge to Act” Funding Programme and e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support. Details of these programmes are set out below –

	No. of schools funded by QEF [#]	No. of projects funded by QEF [#]	No. of student beneficiaries [#]	Funding amount (approx. \$million)
Dedicated Funding Programme for Publicly-funded Schools ¹ (implemented since the 2018/19 school year)	950	1 670	Not applicable	1,288
“My Pledge to Act” Funding Programme ¹ (implemented since the 2019/20 school year)	410	460	Not applicable	56
Enhanced “My Pledge to Act” Funding Programme ¹ (implemented since November 2021)	640	640	Not applicable	150

	No. of schools funded by QEF[#]	No. of projects funded by QEF[#]	No. of student beneficiaries[#]	Funding amount (approx. \$million)
e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support ² (first year figures since its implementation in the 2021/22 school year) ³	710	Not applicable	23 610	99

Note

- 1 Applicable to publicly-funded schools and kindergartens joining the kindergarten education scheme.
 - 2 Applicable to public sector primary and secondary schools (including special schools) and Direct Subsidy Scheme schools.
 - 3 In the 2022/23 school year, around 700 schools have submitted applications so far. These applications are still being processed, so figures on the student beneficiaries and funding amount are yet to be available.
- # Figures are rounded to the nearest ten.

(3)

In the 2021/22 school year, of the 620 applications related to national education received by QEF as at May 2022, excluding individual cases pending applicants' submission of supplementary information, most have gone through the assessment procedure.

(2), (4) and (5)

We will continue to review the usage of QEF and make refinement. In recent years, QEF has launched a number of theme-based funding programmes for schools' application for funding to raise the quality of education through streamlined procedures. We are delighted to see the overwhelming response to the above programmes, benefitting more schools and students.

For projects funded by QEF, the grantees shall be responsible for reviewing the project effectiveness. They should submit Progress Report and Final Report to QEF as scheduled for evaluating and monitoring the progress and effectiveness of the projects. Apart from reviewing the reports submitted by grantees on an ongoing basis, QEF assesses the implementation and effectiveness of the projects through various means, such as on-site visits and day-to-day contacts with grantees. If there are unused funds upon completion of the projects, the grantees should return the funds to QEF. Based on the vetted Final Financial Reports of QEF projects in the past 3 school years, the utilisation rate of QEF is 90% on average.

EDB will, through QEF Steering Committee, continue to review the operation and effectiveness of QEF, optimise the usage of QEF to enhance the quality of school education, and promote the good practices and experiences of the projects funded by QEF.

- End -

CONTROLLING OFFICER'S REPLY

EDB064

(Question Serial No. 3129)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is estimated that the wastage rate of kindergarten teachers will reach 15.4% in the 2023/24 school year. In this connection, please provide the following information –

- (1) whether there is sufficient teacher manpower in the 2023/24 school year;
- (2) what policies are in place to support and promote quality early childhood education.

Asked by: Hon KAN Wai-mun, Carmen (LegCo internal reference no.: 45)

Reply:

(1) and (2)

All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. That said, the number of teachers in KGs joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) should meet the basic requirement of the overall teacher-to-pupil ratio of 1:11 to allow KG teachers more capacity for various professional activities. The Education Bureau (EDB) will ensure that all Scheme-KGs have employed the required number of teachers according to the requirement.

Since implementation of the Scheme from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to about \$6 billion per year in recent years. The Government has been implementing various policy initiatives in view of the development and operational needs of the KG sector, and supporting the sustainable development of KGs in various ways to promote quality early childhood education.

As regards curriculum and learning and teaching resources, EDB revised the Kindergarten Education Curriculum Guide in 2017 as a heightening step for emphasising the direction of children’s whole-person development. Moreover, starting from the 2019/20 school year, EDB has provided all Scheme-KGs with the “Promotion of Reading Grant for Kindergartens” to support them to continue the promotion of reading so as to further nurture children’s reading interest and help them develop a reading habit. To help students develop, among others, a sense of belonging towards our country, an affection for the Chinese people and a sense of national identity, relevant learning and teaching resources or reference materials are provided on EDB’s website for KGs’ reference and use.

On enhancing teachers’ professional development, from the 2021/22 school year onwards, structured learning programmes of a longer duration (e.g. lasting for several weeks) have been provided for experienced teachers, senior teachers or teachers aspiring for senior posts for in-depth study on various education issues, and subsidies for supply teachers have been provided in this regard. EDB also provided a one-off grant for Scheme-KGs in the 2021/22 school year to implement school-based projects to facilitate professional development of teachers or sustainable development of the school. Successful KG applicants have, depending on their school size, received a subsidy ranging from \$100,000 to \$200,000.

Regarding subsidies, during the epidemic, several rounds of one-off subsidies have been provided to support KGs’ anti-epidemic work. Besides, to support KGs in helping students learn at home, the Do It Yourself (DIY) Handicraft and Learning Package Scheme was launched in the 2020/21 school year, and the Gift Book Scheme was launched in Scheme-KGs in the two school years of 2020/21 and 2021/22 to encourage students to read.

Measures being implemented/to be implemented in the 2022/23 and 2023/24 school years include –

- (a) enhancing support for KGs to promote students’ learning of Chinese culture: a one-off Grant for Promotion of Chinese Art and Culture has been provided in March 2023 to support KGs in organising school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity; the expenditure involved is around \$58 million;
- (b) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant has been provided in March 2023 to assist all Scheme-KGs’ development into “smart KGs”; the expenditure involved is around \$57 million;
- (c) support for KGs to continue improving the ventilation of school premises: a one-off Grant for Improving Ventilation of School Premises of KGs has been provided in March 2023 to assist all Scheme-KGs’ creation of “Healthy Schools”; the expenditure involved is around \$28 million;
- (d) encouraging more KGs to relocate for further improvement of their school environment: by the end of 2023, 10 school premises will be provided for eligible bodies to apply for the reprovisioning or operation of KGs with a view to further improving the school environment; besides, the Relocation Grant has been doubled to \$3 million per KG in

the 2022/23 school year, and the provision of the grant will be extended by one year to the 2023/24 school year;

- (e) streamlining administrative procedures: starting from the applications for the 2023/24 school year, simplified application procedures have been adopted, allowing KGs that meet the prescribed requirements to be approved to join the Scheme for a valid period of two years, instead of having to submit an application every year, so as to reduce KGs' administrative work;
- (f) encouraging experiential learning activities: starting from the 2023/24 school year, additional grants will be provided to all Scheme-KGs to facilitate the organisation of more experiential learning activities outside the classroom for students; the estimated total provision would be about \$27 million, while relevant details will be announced in due course; and
- (g) supply teachers: starting from the 2023/24 school year, additional funding will be provided to all Scheme-KGs for employment of supply teachers to temporarily substitute teachers on sick leave; the estimated total provision would be about \$15 million, while relevant details will be announced in due course.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB065

(Question Serial No. 2068)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In the Budget, it is indicated under this Programme that the Diploma of Applied Education (DAE) Programme will be launched in the current year in place of the existing Diploma Yi Jin (DYJ) Programme. In support of this policy, the Education Bureau will substantially increase the funding for post-secondary education as well as vocational and professional education and training (VPET). In this connection –

- (1) What are the specific differences between DAE Programme and DYJ Programme? Why is the former introduced to replace the latter?
- (2) Will the recognition of DYJ be undermined upon the implementation of the new policy? What measures are in place to prevent this from happening?
- (3) Is the Task Force on Promotion of VPET still in operation to monitor the measures and review the effectiveness of the policy?

Asked by: Hon KONG Yuk-foon, Doreen (LegCo internal reference no.: 22)

Reply:

- (1) Starting from the 2023/24 academic year, the Education Bureau (EDB) will launch a brand-new Diploma of Applied Education (DAE) Programme on a regular basis in place of the Diploma Yi Jin (DYJ) Programme to continuously provide an alternative pathway for Secondary 6 school leavers and adult learners to obtain a formal qualification for the purposes of employment and further study.

Similar to DYJ Programme, DAE Programme is also pitched at Level 3 of the Qualifications Framework (QF). The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) has assessed DAE Programme and confirmed that for students who have successfully completed the Programme, the qualification thus obtained is deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language and English Language in the Hong Kong

Diploma of Secondary Education (HKDSE) Examination. For students who have successfully completed the Maths Plus complementary course, the qualification acquired under the Programme is comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in HKDSE Examination.

To better serve the strengthened role of DAE Programme in the vocational and professional education and training (VPET) progression pathway, in addition to the general stream originally provided through DYJ Programme, DAE Programme provides greater flexibility and allows students to take a brand-new VPET stream that enables them to have more course hours for taking elective modules which are developed by individual provider institutions and of an applied nature.

With the formal qualifications obtained in DAE Programme, graduates may choose to pursue further studies in, for example, higher diploma programmes for progression along the VPET pathway, or contribute to society by joining the workforce.

- (2) DYJ was assessed by HKCAAVQ. For students who have successfully completed the Programme, the qualification thus obtained is deemed comparable to the attainment of Level 2 standard in 5 subjects including Chinese Language and English Language in HKDSE Examination. For students who have successfully completed the Maths Plus complementary course, the qualification acquired under the Programme is comparable to the attainment of Level 2 standard in 5 subjects including Chinese Language, English Language and Mathematics in HKDSE Examination. Thus the recognition of DYJ will not be undermined by the introduction of DAE.
- (3) In 2018, the Government established the Task Force on Promotion of VPET (the Task Force) to review and consider enhancements to the promotion of VPET in Hong Kong with a more targeted approach. Having completed a public consultation in July 2019, the Task Force published a review report under the theme of “VPET for the Future” in January 2020. EDB has been proactively following up on the recommendations in the report. These include the setting up of the Steering Committee on Promotion of VPET and QF to strengthen the co-ordination of the overall VPET promotion strategy and foster closer industry partnership; and promoting VPET development on various fronts, such as launching the Pilot Project on the Development of Applied Degree Programmes and reviewing sub-degree education to strengthen the positioning of VPET in post-secondary education. Besides, as announced by the Chief Executive in the 2022 Policy Address, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach on various fronts to promoting VPET as a pathway parallel to conventional academic education and encouraging the alignment of classroom education with industry needs and collaboration between businesses and education institutions, thereby providing diversified learning and employment opportunities for nurturing more quality talent with applied skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 0919)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As shown in the Estimates of the Education Bureau, overall teacher wastage rates reached record high in the revised estimates of the 2022/23 school year. Among them, the teacher wastage rate of kindergarten (KG) was as high as 17.6%, while that of government and aided primary schools and that of public sector secondary schools were 8.5% and 9.8% respectively. In this connection, please advise this Committee of the following –

1. the lengths of service, academic qualifications and salaries of the drop-out teachers in government and aided primary schools and in public sector secondary schools; and
2. whether assessment has been made of the impact of continuing teacher wastage on the quality of teaching, and whether specific policies or measures, including establishing a KG teacher salary scale and improving the remuneration package, benefits and promotion prospects for teachers, are put in place for teacher retention so as to prevent the aforesaid situation from deteriorating and maintain the quality of teaching.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 1)

Reply:

1. The academic qualifications of the drop-out teachers[#] in public sector primary schools (government and aided) and secondary schools (government, aided and caput) in the 2022/23 school year are as follows –

	Public sector primary schools	Public sector secondary schools
No. of teachers with qualifications below Bachelor's degree*	60	30
No. of teachers holding Bachelor's degree or above*	1 850	2 210

- * Numbers of teachers are rounded to the nearest ten.
- # “Drop-out teachers” of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school (irrespective of whether a primary or secondary school) as at mid-September of the preceding school year (or mid-October for the 2020/21 school year only) but were no longer serving in any ordinary schools as at mid-September of the school year concerned.

As the Education Bureau (EDB) at present does not collect information on the lengths of service and salaries of drop-out teachers, the relevant statistics are not available.

2. EDB has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly.

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers’ promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

As for kindergartens (KGs), all KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents’ needs. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways.

To retain and attract quality teachers, KGs joining the KG Education Scheme (the Scheme) (Scheme-KGs) are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are

required to prescribe 60% of the unit subsidy as teachers' salary portion, which must be used on teachers' salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers' salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers' salary portion and the whole unit subsidy will be clawed back to EDB in order to encourage schools' optimal use of the subsidy on teachers' salaries.

On teachers' promotion, given the diversity of the sector, KGs should take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangement of teachers.

Moreover, in August 2021, EDB completed a review on the Scheme, which covered the feasibility of introducing a salary scale for KG teachers. As KGs' mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector. We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality KG education to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB067

(Question Serial No. 1467)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

With regard to providing Mainland exchange opportunities for students, will the Government advise this Committee of –

- (1) the actual number of Hong Kong student participants for the Mainland exchange programmes and the expenditure involved in the past 3 years;
- (2) the details of the Mainland exchange programmes arranged and organised for students in the coming year, including the expected number of student beneficiaries and the estimated expenditure involved; and
- (3) whether and how the effectiveness of the above programmes in strengthening students' sense of national identity is evaluated? If yes, of the details; if no, of the reasons.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 33)

Reply:

(1) and (2)

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. As Mainland exchange programmes for primary and secondary students have been suspended since the end of January 2020 due to the epidemic, the number of student participants and expenditure involved in the programmes from the 2020/21 to 2022/23 school years are not available. Mainland exchange programmes will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. The estimated expenditure is \$115 million.

Mainland study tours is an integral part of the curriculum of the senior secondary subject of Citizenship and Social Development (CS). With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditures for CS Mainland study tours for the 2022/23 and 2023/24 school years are \$60 million and \$116 million respectively.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

(3)

EDB has been attaching importance to the quality of Mainland exchange programmes for students. There is a regular mechanism to gauge participants’ opinions of these programmes, including having meetings with the service providers, deploying staff to attend the programmes to assess the appropriateness of the content and collecting participants’ views, conducting questionnaire surveys as well as arranging interviews and post-programme sharing sessions. Such efforts are conducive to continuous enhancements and exploration of diverse themes for Mainland exchange programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB068

(Question Serial No. 1471)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the enhanced support measures for kindergartens (KGs) joining the KG Education Scheme as announced in the 2022 Policy Address, including the provision of the Grant for Improving Ventilation of School Premises of KGs, the “Smart Kindergarten” Grant, the Grant for Promotion of Chinese Art and Culture, as well as the Relocation Grant, please advise this Committee of –

- 1) the estimated manpower resources required for the provision of the above grants in the coming year;
- 2) the estimated number of KGs operating half-day and whole-day classes to be benefitted from this initiative, and the expenditure involved in the coming year.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 37)

Reply:

1) and 2)

In the 2022 Policy Address, the Chief Executive announced the implementation of various measures to enhance the support for the sustainable development of kindergartens (KGs) joining the Kindergarten Education Scheme (Scheme-KGs). In this regard, the Education Bureau (EDB) has provided Scheme-KGs with multiple one-off grants in the 2022/23 school year. They include the Grant for Promotion of Chinese Art and Culture to support KGs in organising school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity; the “Smart Kindergarten” Grant to assist KGs in digitalising school administration and enhancing work efficiency; and the Grant for Improving Ventilation of School Premises of KGs (“Healthy Schools” Grant) to support KGs to continue improving the ventilation of school premises. Among the some 740 Scheme-KGs, over 95% of them have been successful in their applications and received the various

one-off grants in March 2023, with a total expenditure of more than \$140 million, the details of which are as follows –

Type of grants	No. of KGs with grants approved (percentage share among all Scheme-KGs)	Expenditure (\$ million)
Grant for Promotion of Chinese Art and Culture	733 (99%)	57.71
“Smart Kindergarten” Grant	717 (96%)	57.36
“Healthy Schools” Grant	707 (95%)	28.28
Total expenditure		143.35

In addition, EDB has doubled the amount of the Relocation Grant in the 2022/23 school year to \$3 million and extended the provision thereof to the 2023/24 school year to encourage more KGs to relocate for further improvement of their school environment. In the 2022/23 school year, a total of five Scheme-KGs were approved for the Relocation Grant. As for the 2023/24 school year, the number of beneficiary KGs is subject to the actual circumstances of applications, and the estimated number in this regard is not available. The manpower expenditure involved in the above-mentioned measures are subsumed under the overall expenditure of EDB, and so no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1472)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As stated in Matters Requiring Special Attention in the coming year, the Education Bureau will continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes (Programme) to support needy students to participate in after-school activities. Please advise this Committee of –

1. For the past year, the number of needy student benefitting from the Programme, the number of schools and non-profit making organisations in receipt of subsidies, the amount of subsidies, and the types of after-school activities organised;
2. For the coming year, details of relevant work, including the estimated expenditure and manpower resources involved.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 38)

Reply:

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

In the 2021/22 school year, for the School-based Grant, 899 schools, which constitute more than 90% of all the eligible schools in the territory, with around 198 400 eligible students participated in the Programme. Regarding the Community-based Project Grant, 155 NGOs received the Grant, and they organised 429 projects with around 95 000 eligible students. The total funding for the Programme was about \$240 million,

in which about \$115 million was for the School-based Grant and about \$125 million for the Community-based Project Grant.

The objectives of the Programme are to help needy students enhance learning effectiveness, broaden learning experience outside classroom and raise understanding of and sense of belonging to the community. The types of activities grouped along the above-mentioned major objectives are set out below. A wide spectrum of activities is organised under each type by the schools and/or the NGOs provided with the grants to cater for the diverse needs of students.

Objectives	To enhance learning effectiveness	To broaden learning experience outside classroom	To raise understanding of and sense of belonging to the community
Types of activities	<ul style="list-style-type: none"> • Tutorial services • Training of learning skills • Training of languages 	<ul style="list-style-type: none"> • Art & cultural activities • Sports activities • Visits & outdoor activities 	<ul style="list-style-type: none"> • Volunteer services • Social & communication skills training (complemented by development of self-confidence through leadership training, adventure activities, etc.)

2. For the 2023/24 school year, EDB will earmark around \$240 million to continue subsidising schools and NGOs under the Programme to organise diversified after-school learning activities. The relevant manpower resources and staff expenses are subsumed under the overall expenditure of EDB and no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB070

(Question Serial No. 1738)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that apart from providing school places for newly-arrived children and young people, the Education Bureau (EDB) also provides them with the Induction Programme through non-governmental organisations and the full-time Initiation Programme before they enrol in mainstream schools. Schools which admit newly-arrived children also receive grants from EDB for organising school-based support programmes to help these children integrate into the local education system. In this connection, please advise this Committee –

- a) of the estimated number of newly-arrived children and young people next year, the percentage of the estimated number of places of the Induction Programme out of the number of newly-arrived children and young people, and the percentage of the estimated number of places of the Initiation Programme out of the number of newly-arrived children and young people;
- b) how to follow up and evaluate the learning situation and adaptation progress of newly-arrived children and young people in mainstream schools on an ongoing basis, with 440 newly-arrived children and young people expected to attend the full-time Initiation Programme and bridge over to mainstream schools after completing the Programme;
- c) whether there were any newly-arrived children and young people attending both the Induction Programme and Initiation Programme in the past 3 years; if yes, please provide the number of students concerned.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 1)

Reply:

(a) to (c)

The Education Bureau (EDB) provides newly-arrived children and young people with support services including the six-month full-time Initiation Programme operated by local schools and the 60-hour Induction Programme run by non-governmental organisations. In addition, we also provide schools with the School-based Support Scheme Grant. These Programmes/Grant primarily aim at helping these students integrate into the local community and overcome learning difficulties. As EDB does not require primary and secondary schools to keep a record of whether students being admitted are new arrivals in Hong Kong or not, statistics on the number of newly-arrived children and young people attending primary and secondary schools, and the percentage of the estimated number of places of the Induction Programme and Initiation Programme out of the number of newly-arrived children and young people are not available. After newly-arrived children and young people have completed the Initiation Programme, the schools concerned are required to submit evaluation reports to EDB, covering the effectiveness of the Programme, students' learning performance and their learning and adaptation in mainstream schools, etc. In view of the similar natures of the Induction Programme and Initiation Programme, and to avoid double benefits, newly-arrived children and young people are not allowed to enroll for both the Induction Programme and Initiation Programme at the same time. According to our information, the numbers of newly-arrived children and young people attending the Induction Programme and Initiation Programme in the 2021/22 school year were about 290 and 380 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 1739)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) provides various support to cater for the diverse needs of students. The education support for non-Chinese speaking (NCS) students in the learning of the Chinese language includes, among others, the promotion of early adaptation in pre-primary education to parents and provision of funding and professional support to schools admitting NCS students. In this connection, will the Government inform this Committee of the following:

- (a) the estimated expenditure involved in Summer Bridging Programme in 2023-24, in which 1 320 NCS students are expected to participate;
- (b) regarding EDB's funding provided to schools admitting NCS students, the amount of funding in the past 3 years and the relevant funding criteria;
- (c) further to the above question, the professional support provided to schools admitting NCS students, as well as the relevant programmes, schemes and expenditures; and
- (d) according to the information, EDB has provided parents of NCS students with specific parent education programmes for 5 years starting from the 2020/21 school year with a non-recurrent funding of \$15 million. Please provide the number of the relevant programmes organised, number of participants and an evaluation of the effectiveness.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 2)

Reply:

- (a) The Education Bureau (EDB) organises Summer Bridging Programme for non-Chinese speaking (NCS) students at the primary levels to facilitate their adaptation to the use of Chinese in a classroom setting and consolidate their Chinese learning. Parents of NCS students can also join the Programme so as to enhance the effectiveness of Chinese learning of their children through parental support and home-school cooperation. The estimated expenditure for the 2023/24 school year is about \$2.2 million.

- (b) Starting from the 2014/15 school year, EDB has provided additional resources to public sector schools (including special schools) and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting NCS students to facilitate their implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the creation of an inclusive learning environment in schools. Starting from the 2020/21 school year, the Government has further extended the scope of beneficiary schools and increased the funding provided to schools admitting NCS students. All schools admitting NCS students can be provided with an additional funding depending on the number of NCS students admitted. The amount of the additional funding concerned ranges from about \$0.15 million to about \$1.5 million per year.

As for kindergartens (KGs), starting from the 2019/20 school year, EDB has enhanced the relevant measures in supporting NCS students at KG level. Such measures include providing a five-tiered grant for KGs joining the KG Education Scheme (Scheme-KGs) and admitting NCS students. A KG admitting 1 NCS student will also receive the grant. In other words, all Scheme-KGs admitting eligible NCS students are eligible for the grant.

The expenditures of the funding from the 2019/20 to 2021/22 school years are tabulated at Annex.

- (c) In addition to the above funding, EDB has implemented a series of support measures since 2014, which include the implementation of the “Learning Framework” in primary and secondary schools, as well as provision of learning and teaching resources, teacher training and professional support to schools, thereby strengthening the support for NCS students to learn Chinese and the creation of an inclusive learning environment in schools. Besides, EDB has implemented other complementary measures, which include encouraging parents of NCS children to enrol their children in local KGs so that they would adapt to the local education system and to expose them to the learning of the Chinese language as early as possible; providing Summer Bridging Programme to help NCS students at the primary levels adapt to classroom setting and consolidate their Chinese learning as mentioned in (a) above; providing school-based life planning education support services for NCS students and arranging career exploration activities to facilitate their preparation for further studies and career pursuits; and providing parent education programmes especially for parents of NCS students so that they would support and encourage their children to master the Chinese language as well as gain a better understanding of the multiple pathways available to their children, etc. The support measures provided for NCS students and the relevant expenditures from the 2019/20 to 2021/22 school years are tabulated at Annex.
- (d) Starting from the 2020/21 school year, EDB has strengthened parent education for parents of NCS students. A post-secondary institution and non-governmental organisations have been commissioned to provide diversified parent education programmes for parents of NCS students, including talks, workshops, exhibitions, community exploration and interviews, to help them support their children’s learning, encourage their children to master the Chinese language, and have a more comprehensive understanding of the multiple pathways available to their children. As

at January 2023, a total of 77 parent education talks cum exhibitions and community activities were organised, and 155 interviews with NCS families were conducted by the NCS ambassadors, benefitting around 4 200 NCS parents and children. The feedback from NCS parents is generally positive. We will continue to review the implementation of the relevant measures to further enhance the programmes.

**Education support measures provided for non-Chinese speaking (NCS) students
and actual expenditures from the 2019/20 to 2021/22 school years**

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Increasing the funding to schools on a tiered basis according to the number of NCS students admitted, and enhancing school-based professional support services to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support for NCS students' learning of Chinese, as well as the creation of an inclusive learning environment in schools	282.4	357.1	363.1
Provision of Student Grant for Applied Learning Chinese (for NCS students)	6.0	5.9	6.6
Provision of the Grant for Supporting NCS Students with Special Educational Needs (SEN) under a 3-tiered structure for public sector ordinary primary and secondary schools admitting NCS students with SEN	28.1	30.4	34.5
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0	3.0	3.0
Provision of additional resources for secondary schools admitting NCS students to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	13.3 (Note 2)	-	-
Development of the "Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS students)" and the supporting learning and teaching materials. The measure has been implemented starting from the 2019/20 school year.	0.6	2.3	1.9
Organising district-based programmes in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	0.6 (Note 3)	0.7 (Note3)	1.0 (Note 3)

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Provision of training programmes for Chinese Language teachers teaching NCS students	(Note 4)	(Note 4)	(Note 4)
Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for kindergartens (KGs) and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students	3.0	14.2	13.5
Enhancing the subsidy for KGs admitting NCS students with a 5-tiered subsidy which is provided based on the number of NCS students admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS students	111.9	117.8	125.4
Provision of specific training courses on supporting NCS students for KG teachers (Note 5)	0.1 (Note 6)	1.0 (Note 6)	3.5 (Note 6)
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.0	0.3 (Note 7)	2.0
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers	2.1	4.6	4.9
Provision of a series of parent education programmes for parents of NCS students to help them support their children's learning, encourage their children to master the Chinese language, and help them have a more comprehensive understanding of the multiple pathways available to their children. The measure has been implemented since the 2020/21 school year.	-	2.0 (Note 8)	2.3 (Note 8)

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a “subsidised examination fee” on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language)	5.1 (Note 9)	6.2 (Note 9)	6.9 (Note 9)
Commissioning non-governmental organisations to provide school-based support services on life planning education and organise career exploration activities for NCS students to help them make informed choices about further studies and careers pursuits, set personal goals and plan their future	1.3	1.4	1.6

Notes:

- As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB’s overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
- EDB has provided all public sector secondary schools and Direct Subsidy Scheme secondary schools with junior secondary NCS students pursuing the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at the junior secondary level. Due to the impact of the COVID-19 epidemic, EDB has extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which have received the grant can continue to make use of the unspent balance until 31 August 2021.
- In light of the COVID-19 epidemic, classes, face-to-face classes and school activities had to be suspended and some of the originally scheduled activities were cancelled.
- As the programmes are subsumed under EDB’s recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
- Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses for supporting NCS students has been included in the actual expenditure.
- Due to the impact of the COVID-19 epidemic, some courses in the 2019/20 school year were postponed to the 2020/21 school year. These courses and all the courses for the 2020/21 school year were completed by August 2021, with a mixed mode of face-to-face and online courses. All the courses for the 2021/22 school year were completed on schedule with a mixed mode of face-to-face and online courses.
- The enrolment was low due to the impact of the COVID-19 epidemic.
- The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
- With the Government paying the examination fees for school candidates of the 2020 to 2022 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned from the 2019/20 to 2021/22 school years was waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 1740)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will continue to strengthen the professional capacity of principals and teachers in public sector ordinary schools in supporting students with autism spectrum disorder (ASD). It is mentioned that EDB will continue to enhance the support for students with ASD by assisting public sector ordinary schools to deploy a three-tier intervention model by phases, which is expected to benefit about 10 000 primary and secondary school students by the 2023/24 school year. In this connection, will the Government advise this Committee of the following –

- a) the previous measures in place to strengthen the professional capacity of principals and teachers in public sector ordinary schools in supporting students with ASD;
- b) further to the above question, the new measures which will be in place to strengthen the relevant professional capacity of principals and teachers in public sector ordinary schools. Please set out the relevant programmes, schemes, the method for evaluating the effectiveness and the expenditure involved;
- c) the number of students with ASD in primary and secondary schools in Hong Kong at present, and their respective numbers in public sector ordinary schools and special schools; and
- d) further to the above question, given that no additional support are provided to students with ASD in special schools at present, the measures EDB will put in place to support these students in special schools and their families.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 3)

Reply:

a) & b)

As principals play a pivotal role in leading their teaching force in implementing integrated education (IE), they must stay abreast of the latest development of IE policies and practices so that they can formulate school-based policies and practices for implementing the Whole School Approach (WSA) to IE, foster a caring and inclusive school culture, and enhance the effectiveness of IE. In this connection, the Preparation for Principalship Course Framework developed by the Education Bureau (EDB) covers a module on IE, with contents including the key elements of IE, such as the five underlying principles, operation of the WSA, deployment of additional resources, planning of professional support and arrangements for teacher training, so as to help the aspiring principals acquire the skills for formulating school-based IE policies.

In addition, we continue to enhance the professional capacity of teachers in supporting students with special educational needs (SEN). EDB has launched a teacher professional development framework on IE starting from the 2007/08 school year. Under this framework, structured training programmes pitched at 3 levels, i.e. Basic, Advanced and Thematic Courses (BAT Courses), are organised for teachers and training targets are set for schools, enabling schools to arrange more teachers to receive structured training on special education, with a view to further enhancing the professional capacity of teachers in supporting students with SEN. The respective objectives of the Basic and Advanced Courses under BAT Courses are helping teachers better grasp the appropriate support strategies and skills, and understand more specifically on how to cater for students with SEN, including students with Autism Spectrum Disorder (ASD). Besides, one of the Thematic Courses focusing on the educational needs of students with ASD under the category of Behavioural, Emotional and Social Development Needs is offered for teachers to have in-depth inquiry on the characteristics of students with ASD, their educational needs, the corresponding support strategies, curriculum adaptation, behavioural management as well as teaching resources, and apply what they have learnt. Each ordinary school should arrange teachers to take the above courses in an orderly manner to facilitate their schools' implementation of IE through the WSA. In the 2023/24 school year, the estimated expenditure of the training programmes on the promotion of IE is about \$84.8 million.

To further enhance the effectiveness of the support provided by schools for students with ASD, the Government has been assisting public sector ordinary primary and secondary schools to implement the Model on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder (ASD Model) in phases starting from the 2020/21 school year to enhance the support for students with ASD. Under this model, EDB provides situated learning and practice-based coaching for teachers through School-based Multi-Disciplinary Professional Support. Through the provision of consultation, case discussion, lesson observation and feedback, workshops and inter-school network sharing, the confidence and abilities of teachers and school personnel in supporting students with ASD are enhanced. Moreover, starting from the 2021/22 school year, we have made use of small group training on social adaptive skills operated through Non-Governmental Organisation (NGO)-School Collaboration to improve social adaptive and learning capabilities of students with ASD. In the course of observing the professional staff from the NGOs demonstrating the effective support measures, the professional competence of teachers and school personnel catering for students with ASD is enhanced. According to the results of the stakeholder survey, the project has received very favourable response. EDB will continue to implement the ASD

Model to strengthen professional capabilities of principals and teachers of ordinary schools. In the 2022/23 school year, the revised estimated expenditure is about \$62 million. In the 2023/24 school year, the estimated expenditure is about \$64 million.

c) & d)

In the 2022/23 school year, there are about 12 690 students with ASD studying in public sector ordinary schools, and about 3 940 students with ASD studying in special schools.

EDB has all along been providing additional resources to implement the “Resource Teaching Programme for Children with Autism Spectrum Disorder in Special Schools” to enhance the support for students with ASD. All students with ASD studying in schools for children with intellectual disability, schools for children with physical disability, school for children with hearing impairment and schools for children with visual impairment will benefit from the Programme. Additional resource teachers and teacher assistants will be provided for these schools to enable students to have more comprehensive support and education.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 1797)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) will continue to extend the Enhanced School-based Educational Psychology Service (SBEPS) for public sector secondary schools with a comparatively large number of students with special educational needs to strengthen schools' remedial, preventive and development work. In this connection, will the Government advise this Committee of –

- a) the number of educational psychologists (EP) employed by EDB and the expenditure involved in the past 3 years;
- b) the total provision for SBEPS in the past 3 years;
- c) the estimated number of EP employed by EDB and the expenditure involved in the next 3 years;
- d) the estimated total provision for SBEPS in the next 3 years.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 27)

Reply:

(a) to (d)

Since the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). From that school year onwards, the Education Bureau (EDB) has implemented progressively the Enhanced SBEPS for public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs. SBEPS is provided by EDB or selected school-sponsoring bodies (SSBs). The educational psychologists (EPs) employed by EDB and SSBs will provide service for both primary and secondary schools.

EDB will create new EP posts for SSBs and provide the base schools employing EPs with the SBEPS Grant on a recurrent basis for related expenditures including the hiring of professional supervision for EPs, administrative support and general expenses.

The EP establishments (for primary and secondary schools) on SBEPS (including the Enhanced SBEPS) and the total expenditure involved from the 2019/20 to 2023/24 school years are tabulated as follows –

School year	2019/20	2020/21	2021/22	2022/23 (Revised estimate)	2023/24 (Estimate)
EP establishments	156	161	181	186	200
Expenditure (\$ million)	165	170	176	233	251

EDB will continue to review the needs and plan for the staff establishment from the 2024/25 school year onwards.

- End -

CONTROLLING OFFICER'S REPLY

EDB074

(Question Serial No. 1799)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Education Bureau will reimburse tuition fees and provide a flat rate academic expenses grant for needy students pursuing the Diploma Yi Jin (DYJ) Programme and, from the 2023/24 academic year onwards, the Diploma of Applied Education (DAE) Programme, Diploma of Vocational Education ((DVE), Diploma of Foundation Studies (DFS), and other eligible full-time programmes below the sub-degree level, together with the Working Family and Student Financial Assistance Agency where appropriate. In this connection, please advise this Committee of –

- (1) the numbers of students and the expenditures involved in the publicly-funded DYJ Programme in the past 3 years;
- (2) the percentages of DYJ graduates pursuing associate degree programmes or programmes with equivalent qualifications in the past 3 years;
- (3) the percentages of DYJ graduates working in the relevant fields in the past 3 years; and
- (4) the estimated numbers of students and expenditures of the publicly-funded DAE Programme, DVE and DFS in the coming year.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 29)

Reply:

- (1) The numbers of students reimbursed for tuition fees for the Diploma Yi Jin (DYJ) Programme and the amount of tuition fees reimbursed in the 2019/20 to 2021/22 academic years are tabulated below –

	2019/20	2020/21	2021/22
No. of students reimbursed for tuition fees for DYJ Programme #	6 027	6 077	5 845*
Amount of tuition fees reimbursed (\$ million)	68.3	71.1	66.5*

* As at 31 January 2023, a small number of tuition fee reimbursement cases are still being processed.

The number of students reimbursed for tuition fees includes the total number of full-time and part-time students. If the number of part-time students is counted on a full-time equivalent basis, then the respective numbers of students under the programme in each of the 3 academic years would be 4 900, 4 702 and 4 610.

(2) and (3)

Based on the results of the annual questionnaire survey conducted among full-time DYJ graduates, the respective percentages of full-time graduates in employment and in further study in the 2019/20 to 2021/22 academic years are tabulated below –

Academic year	Percentage of graduates in employment	Percentage of graduates in further study	Aggregate percentage of graduates in employment and in further study
2019/20	30%	51%	81%
2020/21	40%	45%	85%
2021/22	34%	46%	80%

The percentages of DYJ graduates pursuing associate degree programmes or programmes with equivalent qualifications out of those in further study in the 2019/20 to 2021/22 academic years are tabulated below –

Academic year	Percentage of graduates pursuing associate degree programmes or programmes with equivalent qualifications
2019/20	92%
2020/21	95%
2021/22	91%

The Education Bureau does not keep information on DYJ graduates working in the relevant fields.

(4)

The Diploma of Applied Education (DAE) Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2023/24 academic year, which is comparable to the current DYJ Programme. Subject to the actual circumstances, the institutions concerned will make adjustments as necessary to meet the demands. The estimated expenditure for DAE Programme is about \$100 million per academic year, which covers the expenses of tuition fee reimbursement, support services for students and teachers, maintenance and updating of the Learning Management System, and publicity work, etc.

The estimated numbers of students of the publicly-funded full-time Diploma of Vocational Education and Diploma of Foundation Studies offered by the Vocational Training Council (VTC) in the 2023/24 academic year are 4 869 and 4 350 respectively. VTC does not have a breakdown of the relevant expenditures.

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 1543)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Quality Education Fund (QEF) was established in 1998 to fund projects that aim to raise the quality of school education and to promote quality school education at all levels. Last year, the Education Bureau indicated that it would make good use of the additional resources provided through QEF for applications by schools to implement activities to promote national education and national security education. In this connection, will the Administration advise the Committee of the following –

- (1) the number of QEF applications received for implementing projects in relation to national education and national security education, as well as the number of applications approved and rejected in the past 3 years;
- (2) the number of projects in relation to national education and national security education funded by QEF in the past 3 years and the respective funding amount;
- (3) please set out in table form, the number of projects in relation to national education and national security education funded by QEF in the past 3 years, with a breakdown by funding amount (i.e. into categories based on a \$100,000 funding amount difference, i.e. below \$100,000; \$100,000 to \$200,000; and so on); and
- (4) the QEF website currently sets out 7 priority themes for applications. Although the one on “Positive Values” seems to encompass a sense of national identity, no individual priority theme on national education or national security education is provided. Please advise whether the Administration have plans to update the priority themes and add the aforesaid two items to them; if yes, of the details; if no, of the reasons.

Asked by: Hon LAI Tung-kwok (LegCo internal reference no.: 8)

Reply:

(1) to (4)

The Quality Education Fund (QEF) was established to fund projects that aim to raise the quality of school education and to promote quality school education at all levels. The Education Bureau has been optimising the usage of QEF to support schools' development needs and enhance the quality of education with the priority themes reviewed from time to time and theme-based funding programmes introduced on a timely basis. To support schools to nurture students' positive values and attitudes, QEF has included "Positive Values" encompassing national identity as a priority theme. In addition, to further support schools in promoting national education and national security education, QEF implemented an enhancement measure in November 2021 for publicly-funded primary schools and secondary schools (including special schools) to apply through streamlined procedures with a simplified form for funding of not exceeding \$300,000 to conduct project activities lasting for about 24 months for further strengthening measures to promote national education, national security education as well as media and information literacy education. Each kindergarten joining the kindergarten education scheme may apply for funding of not exceeding \$150,000 to step up measures to promote national education and national security education. Since the launch of the enhancement measure in November 2021, QEF has approved a funding of around \$150 million to 640 schools.

The enhancement measure was welcomed by the school sector. The number of applications related to national education and national security education received by QEF in the 2021/22 school year has significantly increased when compared to those in the past 2 school years. From the 2019/20 to 2021/22 school year, QEF has received more than 700 applications in relation to national education and national security education. Except for a small number of cases withdrawn from applications and those still requiring further follow-ups, over 95% of applications have been approved, involving a total funding of more than \$200 million. Nearly 30% of these approved applications were granted with a funding of up to \$200,000; while about 65% of the applications were funded with more than \$200,000 and up to \$300,000, the remaining 5% of applications received a funding of more than \$300,000. A breakdown of the figures on the applications in relation to national education and national security education received by QEF in the past 3 school years is set out below –

School year	No. of applications received	No. of projects funded	Funding amount (about \$million)
2019/20	21	13	15
2020/21	31	24	27
2021/22	655	638	162
Total	707	675	204

- End -

CONTROLLING OFFICER'S REPLY

EDB076

(Question Serial No. 1544)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

National education is an integral part of the school curriculum, and national security education (NSE), the Constitution and the Basic Law are inseparable from national education. The promotion of national education is an ongoing task of schools and their responsibility to implement it. In this connection, will the Administration advise this Committee of the following –

- (1) what teacher training programmes in relation to national education and NSE (including but not limited to professional development programmes and self-learning online courses) have been provided by the Administration in the past 3 years? Please set out the name, nature and number of participants of each programme;
- (2) the Administration has indicated that the expenditure and estimates regarding the aforesaid teacher training are subsumed under the recurrent expenditure of the Education Bureau and cannot be identified separately. Are there any changes in circumstances now? If yes, what were the teacher training expenditures in relation to national education and NSE in the past 3 years; if no, will the Administration consider changing the current practice in the future to better differentiate the expenditures involved in NSE-related teacher training;
- (3) what types of learning and teaching resources have been developed by the Administration separately for promoting NSE, the Constitution and the Basic Law in schools in the past 3 years? Please set out the name and nature of each type of learning and teaching resources; and
- (4) what are the respective actual expenditures on promoting NSE, the Constitution and the Basic Law in schools in the past 3 years? What are the related estimated expenditures for this year?

Asked by: Hon LAI Tung-kwok (LegCo internal reference no.: 9)

Reply:

(1) to (2)

Starting from the 2020/21 school year, the Education Bureau (EDB) has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. Moreover, EDB will also arrange Mainland study tours of 3 to 4 days for teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with the Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons.

In the past 3 years, EDB has continuously organised holistic and systematic teacher training programmes related to national education and national security education (NSE) in different modes, including knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on "Understanding Our Country" (including film shows to foster an understanding of our country) and "NSE", as well as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic Law, encompassing the historical background of "One Country, Two Systems", the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. Regarding online courses, there has been a significant increase in the number of attendees of the "Constitution and the Basic Law Knowledge Enrichment Online Course for Secondary School Teachers" and the "Advanced Constitution and the Basic Law Knowledge Enrichment Online Course for Secondary School Teachers", and about 20 000 teachers in total have completed the courses from the 2020/21 to 2022/23 school years. Besides, EDB has organised the "Constitution and the Basic Law Knowledge Enrichment Online Course for Primary School Teachers", and around 5 400 teachers have completed the courses from the 2021/22 to 2022/23 school years. The National Flag and National Emblem (Amendment) Ordinance was published in the Gazette and came into effect on 8 October 2021. Since then, EDB has been organising workshops to familiarise teachers with the etiquette for performing the flag raising ceremony, guide students to show respect for the national symbol during the flag raising ceremony, with a view to enhancing the sense of nationhood of teachers and students, developing in students an affection for the Chinese people, as well as strengthening their national identity.

To support schools in promoting NSE, EDB has also organised Onsite Teacher Workshop on NSE for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive, involving over 53 000 teachers from a total of 1 008 schools. Moreover, EDB has provided teachers with diversified training activities which are subject-specific. For example, more than 110 training activities for the subject of Chinese History have been organised in the recent 3 years, involving over 12 600 teacher participants. The training covers topics on heritage education as well as series of relevant knowledge enrichment courses and diversified learning and teaching strategies in other subjects (including "Ways to Incorporate Learning Elements of NSE into the Teaching of Chinese History"). EDB has also been actively collaborating with local museums. For example, it has worked with the Hong Kong Palace Museum to introduce a series of new professional

development activities on heritage education, which tie in with the thematic exhibitions of the Museum, for all local Chinese History teachers. As for Chinese literature and Chinese culture, more than 50 training programmes covering topics of Chinese classic sayings, reading of Chinese classic literature, as well as learning and teaching strategies of introducing Chinese literature and culture and NSE in the curriculum, have been organised in the recent 3 years, with the participation of around 11 000 teachers in total.

The expenditure on and estimates of the above-mentioned teacher training are subsumed under EDB's recurrent expenditure and cannot be identified separately. Since the above-mentioned training programmes cover different content, a separate breakdown of expenditure by content is not available.

(3)

In the past 3 years, as an ongoing effort, EDB has been strengthening NSE and education on the Constitution and the Basic Law by developing diversified learning and teaching resources such as those on the Constitution of the People's Republic of China, online self-learning programmes on the Basic Law, the theme-based resources webpage of "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", National Security Education Online Learning Platform, National Security Education Exhibition Boards and online games, with a view to helping schools promote national education and NSE within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform "National Education One-stop Portal" has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture, as well as museum learning. EDB has also uploaded to its website a series of videos entitled "真識《基本法》" (Chinese only), covering topics like the relationship between the Constitution and the Basic Law, the political structure of the Hong Kong Special Administrative Region (HKSAR) and the improved electoral system, to enable teachers and students to have a more in-depth and accurate understanding of the Basic Law through clearly presented videos and detailed information.

To support teachers in promoting NSE, EDB distributed to teachers a book on the Law of the People's Republic of China on Safeguarding National Security in the HKSAR, which was sponsored by the former Minister of Education, Mr Chen Baosheng, and co-authored by Professor Wang Zhenmin, among others, in 2021. Furthermore, in June 2022, EDB and the Security Bureau distributed complimentary copies of a picture book entitled "Our Country, Our Security", compiled by the 國家安全法治研究基地 (Chinese only) of the University of International Relations, and edited by Professor Bi Yanying, as supplementary teaching resources for teachers' reference. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country as well as NSE, etc. on an ongoing basis.

(4)

In the past 3 years, the expenditures on and estimates of promoting NSE and education on the Constitution and the Basic Law are subsumed under EDB's recurrent expenditure, and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB077

(Question Serial No. 1545)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has commissioned the National Academy of Governance to organise the Leadership Enhancement Programme for Primary and Secondary School Principals (Enhancement Programme) since the 2017/18 school year to help principals understand the national development from a broader perspective. In this connection, please advise this Committee of the following –

- (1) the number of Enhancement Programme organised in each of the past 5 years, the number of participants in each Enhancement Programme, and whether the Enhancement Programme was affected by the COVID-19 pandemic;
- (2) the annual expenditure of the Enhancement Programme in the past 5 years; and
- (3) the course content of the Enhancement Programme and how often it is revised.

Asked by: Hon LAI Tung-kwok (LegCo internal reference no.: 10)

Reply:

(1) to (3) –

Newly appointed principals in public sector schools or schools under Direct Subsidy Scheme should complete the designated professional development programmes, including the Leadership Enhancement Programme for Primary and Secondary School Principals (Enhancement Programme) offered by the Education Bureau (EDB). EDB has commissioned the National Academy of Governance to organise the Enhancement Programme since the 2017/18 school year. Through the study tours and exchanges, seminars, visits to advanced organisations on management strategies and job shadowing with outstanding school leaders, principals will have a deeper understanding of the education, social culture, economy, innovation and technology, etc. of the Mainland, and be further enlightened of the appropriate strategies and abilities in leading their schools. The 6-day Enhancement Programme, which takes place in Beijing, is scheduled for May every year.

Due to the COVID-19 epidemic, the Enhancement Programme was postponed for the years 2020 to 2022. We have been liaising with the National Academy of Governance and with the full resumption of normal travel between Hong Kong and the Mainland, the Enhancement Programme will be held in May this year.

The numbers of participating principals and the expenditures involved in the Enhancement Programme in the past 5 years are tabulated below –

	Year of Enhancement Programme				
	2018	2019	2020	2021	2022
No. of participating principals	67	79	(Note)		
Expenditure (\$ million)	0.83	0.96			

Note: The Enhancement Programme was postponed due to the COVID-19 epidemic.

EDB attaches great importance to the effectiveness of the Enhancement Programme and reviews its content and arrangements based on the feedback from participating principals, observations by EDB staff and reports from the service providers, with a view to ensuring that the training needs of newly appointed principals are met. On the whole, the participating principals highly commended the Enhancement Programme. They found it useful in helping them understand the national development from a broader perspective, learn from the management experience and insights of the Mainland outstanding leaders, and enhance their leadership skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB078

(Question Serial No. 2171)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Last year, 4 degree programmes offered by self-financing institutions were selected for the Education Bureau's Pilot Project on the Development of Applied Degree Programmes (the Pilot Project). In this connection, please advise this Committee of the following –

- (1) the numbers of places and actual intakes of the four programmes under the first round of the Pilot Project, and the amount of subsidy per student per academic year under the Study Subsidy Scheme for Designated Professions/Sectors; and
- (2) among students admitted under the Pilot Project, the respective percentages of students admitted through the Joint University Programmes Admission System, students admitted through direct admission by participating institutions, and unfilled places.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 27)

Reply:

The Education Bureau launched the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020. The first round covers four applied degree programmes launched in the 2022/23 academic year, in four disciplines, namely nursing; testing and certification; horticulture, arboriculture and landscape management; and gerontology. Relevant figures for the 4 programmes in the 2022/23 academic year are tabulated below –

Institution	Caritas Institute of Higher Education	Hong Kong Metropolitan University	Technological and Higher Education Institute of Hong Kong of the Vocational Training Council	Tung Wah College
Applied degree programme	Bachelor of Nursing (Honours) programme	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management programme	Bachelor of Science (Honours) in Applied Gerontology programme
Planned intake	520	50	115	50
Actual intake	520	22	48	26
Percentage of students admitted through the Joint University Programmes Admission System (JUPAS)	66.3%	44%	3.5%	8%
Percentage of students admitted through non-JUPAS route	33.7%	-	38.2%	44%
Annual subsidy amount for eligible students under the Study Subsidy Scheme for Designated Professions/Sectors	\$77,040 (laboratory-based programme)	\$77,040 (laboratory-based programme)	\$44,240 (non-laboratory-based programme)	\$44,240 (non-laboratory-based programme)

To tie in with the strategy of fostering industry-institution collaboration and diversified development for promoting vocational and professional education and training (VPET) as announced in the Chief Executive's 2022 Policy Address, and to follow-up on the measure in the 2023-24 Budget, the Government announced the launch of the second round of the Pilot Project on 7 March 2023, with a view to reviewing and fostering the development of applied degrees in Hong Kong and further strengthening the VPET progression pathway at the post-secondary level. We will select programmes with stronger industry elements in an industry with keen manpower demand and suitably accord priority to industries which are not covered by the existing four applied degree programmes. Programmes will be launched in the

2024/25 academic year at the earliest. We will also continue to review the implementation of the Pilot Project and look into the future development of applied degrees.

- End -

CONTROLLING OFFICER'S REPLY

EDB079

(Question Serial No. 2178)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council (VTC) implemented the VTC Earn and Learn Scheme (Training and Support Scheme (TSS)) in 2014 to promote vocational education by providing apprentice training with a work allowance and salary to eligible trainees. In this connection, will the Government advise this Committee of the following –

- (1) the numbers of intakes and graduates of each TSS programmes and the number of graduates staying in the respective industries in each of the past 5 years;
- (2) the amount of government funding approved under TSS and the number of participating employers in each of the past 5 years with a breakdown by industry; and
- (3) whether it has considered expanding the scope of TSS to cover more emerging industries and programmes amid the local economic restructuring; if yes, of the details; if no, of the reasons?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 30)

Reply:

- (1) The Government has implemented the Pilot Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised the TSS since the 2019/20 academic year. The industries benefitted from the TSS and the numbers of trainees of the relevant programmes in the past five years are tabulated below –

Professional field	Industry and relevant programme	Academic year and no. of trainees				
		18/19	19/20	20/21	21/22	22/23 [#]
Engineering and Technology	Building Services and Management	284	208	289	202	233
	Construction	169	144	115	160	192
	Electrical Engineering	394	325	338	229	276
	Mechanical Engineering	151	65	125	149	85
	Electronic and Information Technology	-	38	65	88	142
	Environment and Conservation	-	-	12	10	4
Transportation	Automotive	84	74	99	71	91
	Aviation	24	14	0	0	5
Design, Jewellery, Creative Industry	Design and Printing	6	7	11	11	7
	Jewellery and Watches	5	4	2	3	2
Healthcare Services	Healthcare Services	5	12	6	20	23
Testing and Certification	Testing and Certification	2	5	0	14	2
Sub-total		1 124	896	1 062	957	1 062

- Denotes that no industry-relevant programmes are offered under the scheme in the academic year concerned.
Figures as at end of February 2023.

The numbers of trainees having completed apprentice training under the TSS and the percentages of those indicating their intention to stay in the respective industries in the 2018/19 to 2021/22 academic years are tabulated below –

Academic year	18/19	19/20	20/21	21/22	22/23
No. of trainees having completed apprentice training under TSS	647	712	656	596	As the 2022/23 academic year has not yet ended, relevant information of the year is not available.
Percentage of trainees indicating their intention to stay in the respective industries in the survey ^{Note}	85%	98%	93%	93%	

Note Some trainees did not respond to the survey.

- (2) The amounts of government funding approved under the TSS and the numbers of participating employers in the 2018/19 to 2022/23 financial years are tabulated below –

Financial year	Amount of government funding approved (\$'000)	No. of participating employers
2018/19	68,600	335
2019/20	71,521	348
2020/21	67,740	342
2021/22	73,475	379
2022/23	69,086	383 [#]

* As an employer may employ trainees in different industries at the same time depending on the business fields and functions, the above table only shows the total number of employers. If an employer employs trainees in more than one industry in an academic year, the employer concerned will only be counted once in the total for that year.

Figures as at end of February 2023.

- (3) The Government and VTC conduct regular reviews on the implementation and effectiveness of the TSS. In particular, the Government announced in 2022 that the Pilot Incentive Scheme to Employers and the Pilot International Study Programme under the TSS would be extended for two years to benefit more trainees; while VTC maintains close communication with industry representatives to ensure that these schemes meet the needs of the industries by developing human capital that meets market demand, and provide sufficient training places for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB080

(Question Serial No. 2179)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, EDB provides the School-based Grant and Community-based Project Grant for public sector schools (including special schools) as well as schools under the Direct Subsidy Scheme (DSS) and non-governmental organisations respectively to organise school-based and district-based activities for needy students. In this connection, please advise this Committee of the following –

- (1) the respective amount of funding allocated to the Programme and the Community-based Projects in each of the past 5 years;
- (2) the number of public sector ordinary schools, public sector special schools and schools under DSS receiving School-based Grant and the respective number of eligible student beneficiaries by District Council district, with figures set out in table form; as well as the number of aided special schools and the number of eligible student beneficiaries in each of the past 5 years; and
- (3) (i) the number of activities funded or replenished by the 2 aforesaid programmes; (ii) the number of student beneficiaries; and (iii) the expenditures involved in each of the past 3 years.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 31)

Reply:

- (1) To support needy students to participate in after-school learning activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) as well as non-governmental organisations (NGOs) are provided with the School-based Grant

and Community-based Project Grant respectively to organise after-school learning activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance (SFA) Schemes. In recent years, the total provision for the Programme is about \$240 million each year.

The respective amount of provision for the School-based Grant and the Community-based Project Grant from the 2017/18 to 2021/22 school years is tabulated as follows –

School year	Amount of provision for School-based Grant (\$ million)	Amount of provision for Community-based Project Grant (\$ million)
2017/18	117	123
2018/19	114	126
2019/20	112	128
2020/21	111	129
2021/22	115	125

- (2) The number of schools (including public sector, special and schools under DSS) receiving the School-based Grant and the number of eligible student beneficiaries by district from the 2017/18 to 2021/22 school years are set out at Annex.

The number of special schools receiving the School-based Grant and the number of eligible student beneficiaries from the 2017/18 to 2021/22 school years are tabulated as follows –

School year	No. of special schools (Note 1)	No. of eligible student beneficiaries (Note 2)
2017/18	52	3 480
2018/19	51	3 140
2019/20	50	3 290
2020/21	48	3 150
2021/22	49	3 180

Notes:

1. The numbers of special schools in the above table include the numbers of special schools running a secondary section and both primary and secondary sections.
2. The numbers of students are rounded to the nearest ten.

- (3) Since schools in receipt of School-based Grant may arrange activities to cater for students' diverse needs and include the Programme in their School Annual Plan and set out the review findings in their School Report, statistics on the number of activities under the School-based Grant are not available. The number of eligible student beneficiaries and the amount of subsidy under the School-based Grant, as well as the number of activities approved, number of eligible student beneficiaries and the amount of subsidy under the Community-based Project Grant from the 2019/20 to 2021/22 school years are tabulated as follows –

School year	School-based Grant		Community-based Project Grant		
	No. of eligible student beneficiaries (Note 1)	Amount of subsidy (\$ million)	No. of activities approved	No. of eligible student beneficiaries (Note 1)	Amount of subsidy (\$ million)
2019/20	198 000	94	4 679	100 000	65
2020/21	196 000	73	4 533	95 000	57
2021/22	198 000	115(Note 2)	4 538	95 000	125(Note 2)

Notes:

1. Since an eligible student beneficiary may participate in various activities under the same project, or participate in various activities under the School-based Grant and the Community-based Project at the same time, the actual number of students subsidised to participate in activities under the School-based Grant and the Community-based Project Grant is not available. The figures set out above are the total number of eligible student beneficiaries under the School-based Grant and Community-based Project Grant respectively, and the figures are rounded to the nearest thousand.
2. The figures refer to the amount of provision for that school year. As audited accounts for the 2021/22 school year are yet to be finalised by some NGOs and the audited accounts for the 2021/22 school year submitted by schools are still being processed, the actual amount of subsidy is not available.

**Number of schools receiving the School-based Grant and number of eligible student beneficiaries
by district from the 2017/18 to 2021/22 school years**

District	2017/18 school year		2018/19 school year		2019/20 school year		2020/21 school year		2021/22 school year	
	No. of schools (Note 1)	No. of eligible student beneficiaries (Note 2)	No. of schools (Note 1)	No. of eligible student beneficiaries (Note 2)	No. of schools (Note 1)	No. of eligible student beneficiaries (Note 2)	No. of schools (Note 1)	No. of eligible student beneficiaries (Note 2)	No. of schools (Note 1)	No. of eligible student beneficiaries (Note 2)
Central & Western	21	2 080	21	1 950	22	1 790	22	1 780	22	1 780
Wan Chai	30	2 680	30	2 470	30	2 480	29	2 440	30	2 530
Eastern	53	8 930	53	8 330	53	8 190	52	8 120	52	8 040
Southern	29	4 350	29	4 120	29	4 030	29	3 610	30	3 890
Sham Shui Po	52	15 780	52	14 780	52	14 600	53	14 620	51	14 610
Yau Tsim Mong	36	7 790	36	7 470	36	7 280	35	6 970	35	7 270
Kowloon City	56	10 300	56	10 230	56	9 810	60	9 700	60	9 940
Wong Tai Sin	51	13 470	50	12 800	50	12 480	48	12 050	48	12 160
Kwun Tong	71	23 800	70	22 620	71	21 830	70	21 720	71	22 140
Tsuen Wan	30	6 570	30	6 170	30	5 880	29	5 820	29	5 970
Tuen Mun	74	16 780	74	15 710	74	15 350	74	15 190	74	15 060
Yuen Long	88	25 900	88	23 570	87	22 500	87	22 920	87	21 920
North	49	16 750	49	16 680	49	16 990	48	17 020	48	17 060
Tai Po	41	10 040	42	10 110	41	9 410	41	9 930	41	9 580
Sha Tin	81	16 510	80	15 720	81	15 430	82	15 260	82	16 630
Sai Kung	46	8 570	45	7 730	48	7 880	48	7 620	46	7 630
Islands	26	4 370	26	3 800	26	4 340	26	4 800	27	5 160
Kwai Tsing	68	18 710	67	17 420	66	17 380	66	16 470	66	17 060
Total	902	213 380	898	201 680	901	197 650	899	196 040	899	198 430

- Notes: 1. The numbers of schools in the above table include the numbers of public sector schools (including special schools) and schools under DSS.
2. The numbers of eligible student beneficiaries are rounded to the nearest ten. The figures include students from families in receipt of the CSSA, receiving full grant under the SFA Schemes or those under the discretionary quota in primary and secondary schools. The number of eligible student beneficiaries for the respective school year is calculated based on the data on students receiving the relevant grant as of end of March in the preceding school year and the number of approved classes of schools set for that school year by EDB in April in the preceding school year. Starting from the 2014/15 school year, the discretionary quota of all participating schools receiving the School-based Grant has been increased from 10% to 25% to benefit more needy students (e.g. receiving half grant under SFA Schemes, new arrivals, single-parent households, etc.) who do not receive CSSA or full grant under SFA Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB081

(Question Serial No. 2640)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In recent years, the Government has been actively promoting vocational and professional education and training (VPET) by providing flexible and diversified learning pathways for young people with different aspirations and abilities. In this connection, will the Government advise this Committee of –

- (1) the recurrent expenditure of the Vocational Training Council (VTC), its percentage of the total expenditure on education, and the average expenditure per student in each of the past 5 years;
- (2) the programmes offered by VTC (including full-time Undergraduate Degree, Higher Diploma, Diploma of Foundation Studies, Diploma of Vocational Education and other Diploma programmes) in each of the past 2 academic years with information on their: (i) programme titles and disciplines, (ii) numbers of places, (iii) numbers of enrolments and (iv) numbers of actual intakes; and
- (3) the VPET participation rate of students with senior secondary and post-secondary education in each of the past 5 years?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 28)

Reply:

- (1) The recurrent subvention allocated to the Vocational Training Council (VTC) by the Education Bureau (EDB), its percentage of the total expenditure on education, and the unit cost of each subsidised place in each financial year from 2018-19 to 2022-23 are tabulated below –

Financial year	Recurrent Subvention allocated to VTC by EDB (\$ million)	Percentage of total expenditure on education	Unit cost of each subsidised place (\$)
2018-19	2,491	2.3%	98,400
2019-20	2,636	2.1%	102,300
2020-21	2,645	2.5%	107,700
2021-22	2,639	2.5%	115,300
2022-23 (Revised estimate)	2,716	2.5%	123,000

- (2) The numbers of intake places, enrolments and fresh intakes of the publicly-funded and self-financing full-time vocational and professional education and training (VPET) programmes offered by VTC in the 2021/22 and 2022/23 academic years by programme type and academic discipline are set out at Annex.
- (3) The Government has all along been committed to promoting VPET, and encouraging young people to pursue education pathways and join industries that best suit their abilities and interests. To provide more opportunities for young people to give play to their abilities, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach to promote VPET as a pathway parallel to conventional academic education at different levels such as secondary and post-secondary levels. For example, through Life Planning Education and Applied Learning courses, students are given an early understanding of and exposure to VPET at senior secondary level; at the same time, the development of applied degree programmes, the enhancement and expansion of the Study Subsidy Scheme for Designated Professions/Sectors and the Review of Sub-Degree Education serve to strengthen the positioning of VPET pathway at the post-secondary level. EDB does not maintain statistics on the VPET participation rate.

Numbers of intake places, enrolments and fresh intakes of publicly-funded and self-financing full-time vocational and professional education and training (VPET) programmes in the 2021/22 and 2022/23 academic years by programme type and academic discipline

Programme type	Academic discipline	2021/22 academic year			2022/23 academic year		
		No. of intake places	No. of enrolments	No. of fresh intakes	No. of intake places	No. of enrolments	No. of fresh intakes#
Undergraduate	Faculty of Design and Environment	286	2 731	198	219	2 225	165
	Faculty of Management and Hospitality	280	3 954	234	221	4 236	241
	Faculty of Science and Technology	366	5 492	286	278	4 698	175
Higher Diploma	Business	720	2 661	800	750	2 650	771
	Childcare, Elderly and Community Services	770	3 370	732	730	3 158	662
	Design	1 760	4 109	1 797	1 710	4 176	1 731
	Engineering	1 540	3 521	1 505	1 450	3 430	1 461
	Health and Life Sciences	1 020	3 564	1 044	1 040	3 585	1 011
	Hospitality	1 140	2 900	1 068	1 010	2 518	829
	Information Technology	1 170	2 600	1 259	1 160	2 575	1 258
Diploma of Foundation Studies		4 350	12 330	4 872	4 350	11 496	4 955
Diploma of Vocational Education/Diploma of Vocational Baccalaureate		2 950	10 386	3 425	2 970	10 787	3 052
Other Diplomas/Certificates		944	3 440	596	962	As some programmes have multiple admission rounds, the figures are not yet available	802

Figures as at 15 October 2022.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 1157)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The estimated expenditure on special education for 2022-23 is \$3,606.4 million, which is 2.0% higher than the original estimate for the previous year. Please advise of the items covered by this additional provision and provide a breakdown of the expenditure.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 1)

Reply:

The original estimate under Programme (5) Special Education for 2022-23 is \$3,606.4 million, which is \$71.3 million (2.0%) higher than the original estimate for 2021-22. This is mainly due to the increased provision for the continuous implementation of measures to strengthen the provision of professionals for public sector special schools and allow flexibility in the appointment of auxiliary staff to meet the needs of students and school operation, as well as increased requirement for maintenance, repairs and minor improvement works in aided schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB083

(Question Serial No. 1170)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Government will launch the Diploma of Applied Education (DAE) Programme on a regular basis starting from the 2023/24 academic year in place of the existing Diploma Yi Jin (DYJ) Programme. Please advise this Committee of the following –

1. the numbers of intakes and graduates of DYJ Programme in each institution, and the numbers of graduates furthering their studies or applied for government jobs in the past 3 years;
2. the estimated expenditure and intake of DAE Programme; and
3. whether a review will be carried out on the effectiveness of DAE Programme; if yes, when it will be conducted.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 25)

Reply:

1.

The numbers of students and graduates of various institutions offering the Diploma Yi Jin (DYJ) Programme from the 2019/20 to 2021/22 academic years are tabulated below –

Number of students

Name of institution	2019/20 academic year	2020/21 academic year	2021/22 academic year
School of Continuing Education, Hong Kong Baptist University	572	396	409
Caritas Institute of Community Education	969	916	864

Name of institution	2019/20 academic year	2020/21 academic year	2021/22 academic year
Hong Kong College of Technology	1 224	1 368	1 475
Hong Kong Institute of Technology	932	1 043	908
Lingnan Institute of Further Education	408	294	353
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	601	555	453
School of Business and Information Systems, Vocational Training Council	194	130	148

Number of graduates

Name of institution	2019/20 academic year	2020/21 academic year	2021/22 academic year
School of Continuing Education, Hong Kong Baptist University	371	271	293
Caritas Institute of Community Education	789	657	702
Hong Kong College of Technology	898	844	994
Hong Kong Institute of Technology	625	725	648
Lingnan Institute of Further Education	283	211	236
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	384	381	293
School of Business and Information Systems, Vocational Training Council	108	81	107

According to the annual survey conducted among full-time DYJ graduates, the respective percentages of full-time graduates in employment and furthering their studies in the 2019/20 to 2021/22 academic years are tabulated below. The Education Bureau (EDB) does not keep information on the number of DYJ graduates who applied for government jobs.

Academic year	Percentage of graduates in employment	Percentage of graduates furthering their studies	Aggregate percentage of graduates in employment and furthering their studies
2019/20	30%	51%	81%
2020/21	40%	45%	85%
2021/22	34%	46%	80%

2. and 3.

Same as DYJ Programme, both full-time and part-time eligible Diploma of Applied Education (DAE) students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy students meeting the assessment

criteria for full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course.

DAE Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2023/24 academic year, which is comparable to the current DYJ Programme. Subject to the actual circumstances, the institutions concerned will make adjustments as necessary to meet the demands. EDB and the relevant organisations and institutions will closely monitor the arrangements of DAE Programme and their effectiveness, and will conduct a review in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1171)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Government has pointed out that in 2023-24, the Education Bureau will launch the Business-School Partnership Programme 2.0 (BSPP 2.0) with more business partners covering more industries, to widen students' exposure and enhance life planning. Please advise this Committee of: (1) the details and estimated expenditure of BSPP 2.0; (2) the incentives provided by the Administration to attract business sector participants, as well as the support to be offered; (3) the estimated numbers of business sector participants and student participants of, as well as the industries to be included in and added to BSPP 2.0.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 26)

Reply:

(1), (2) and (3)

The Education Bureau (EDB) will launch the Business-School Partnership Programme 2.0 (BSPP 2.0) with more business partners covering more industries, to widen students' exposure and enhance life planning in the 2022/23 school year. In this regard, EDB has been actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees under the Qualifications Framework to encourage more member organisations to join BSPP 2.0. It is targeting to increase the number of business partners, from about 400 in the 2021/22 school year, by 15% (about 60 business partners), and to cover more emerging industries such as the artificial intelligence industry.

With regard to activities, BSPP 2.0 is expected to provide students with more and a wider range of career exploration and work experience activities. In addition to workplace visits, job shadowing, career talks, workshops and career expos, a series of Holiday Work Experience Programmes will be arranged during major school holidays (e.g. summer holidays, Christmas holidays and Easter holidays) to enable senior secondary students to gain first-hand experience of the actual operation of different industries as well as exploring their interests and career aspirations. Upon the full resumption to normalcy of society, the number of participating students is expected to increase.

We encourage business partners to contribute back to society and enhance corporate image while training up a young potential workforce for the related professions and business sectors by participating in BSPP. EDB plays the role of an advisor by providing professional advice to business partners in activity planning. In addition, we assist business partners in matters related to student enrolment, and render support in venue arrangement to reduce business partners' administrative work. To facilitate information exchange between schools and business partners and enhance effectiveness of the programme, EDB regularly invites business partners to attend experience sharing sessions on successful organisation of activities and updates information, shares the collaboration experience among business partners and posts feelings of students and teachers after the activities on BSPP website.

EDB will deploy existing resources to implement the relevant work. As the expenditure involved has been subsumed under EDB's departmental expenditure, the information requested is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB085

(Question Serial No. 1172)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Information shows that there was an increase last year in the teacher wastage rates of local kindergartens (KGs), government and aided primary schools, public sector secondary schools and special schools over the previous year. Please advise this Committee of the following –

1. What were the respective numbers of teachers in KGs, government primary schools, aided primary schools, public sector secondary schools and special schools in the past 3 years?
2. Has the Administration compiled statistics on the reasons for teachers leaving the profession? If yes, please give the details.
3. In response to teacher wastage, what are the measures in place to retain and attract talent in the education sector and ensure the quality of teaching?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 27)

Reply:

1.

The numbers of teachers in local kindergartens (KGs), public sector primary schools (government and aided), public sector secondary schools (government, aided and caput) and special schools from the 2019/20 to 2021/22 school years are tabulated below –

School year	No. of teachers			
	KGs	Public sector primary schools	Public sector secondary schools	Special schools
2019/20	13 080	22 640	22 570	1 950
2020/21	12 850	22 740	22 850	2 020
2021/22	12 240	22 500	22 880	2 050

Notes:

- (1) Numbers of teachers are rounded to the nearest ten.
- (2) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.

2.

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly.

3.

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers' promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

As for KGs, to retain and attract quality teachers, KGs joining the KG Education Scheme (the Scheme) (Scheme-KGs) are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers' salary portion, which must be used on teachers' salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers' salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers' salary portion and the whole unit subsidy will be clawed back to EDB in order to encourage schools' optimal use of the subsidy on teachers' salaries. We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality KG education to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 1173)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Government has indicated that the Education Bureau (EDB) will continue to provide primary and secondary students with exchange opportunities in the Mainland in 2023-24, and will arrange Mainland study tours for all students taking the senior secondary Citizenship and Social Development subject. Please advise this Committee of –

- (1) the details of the exchanges activities and the expenditure involved;
- (2) the way to encourage student participation; and
- (3) the support provided to schools and teachers in this regard?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 28)

Reply:

(1) to (3)

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of Citizenship and Social Development (CS) also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. Mainland exchange programmes for primary and secondary students will also be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be

available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions, promotion leaflets and EDB website, to encourage schools to proactively arrange students to participate in the exchange programmes and study tours. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

To support schools in helping students enhance their understanding of the Chinese culture and learn about the latest development and achievements of our country through CS Mainland study tours, EDB devises worksheets for CS Mainland study tours and relevant video clips, which will be uploaded to the CS Web-based Resource Platform for teachers’ reference and use. The visiting spots covered in the worksheets are all selected from the routes of CS Mainland study tours. Schools can make use of the worksheets to help students complete the task of CS Mainland study tours and conduct personal reflections to deepen their learning.

As Mainland exchange activities have been suspended for some years due to the epidemic, it is anticipated that schools may have to deploy more teachers to take care of the students participating in CS Mainland study tours. Therefore, a one-off special manpower arrangement will be introduced this school year to allow schools to apply for an extra 1 to 2 fully-subsidised accompanying teachers on top of the 1:10 teacher-to-student ratio. EDB has also put in place the “Pilot Scheme”, in which veteran principals and teachers, etc., will provide professional advisory services and manpower for individual schools in need to facilitate the smooth implementation of CS Mainland study tours.

- End -

CONTROLLING OFFICER'S REPLY

EDB087

(Question Serial No. 1174)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the annual expenditure and number of students receiving subsidies under the Mainland University Study Subsidy Scheme (MUSSS) since its implementation, the number of students pursuing studies at Mainland institutions in different cities and provinces since then, and the estimated expenditure and number of subsidy recipients in the coming year.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 29)

Reply:

The Government has implemented the Mainland University Study Subsidy Scheme (MUSSS) since the 2014/15 academic year. The numbers of applicants, student beneficiaries and the total expenditures of MUSSS in the past 5 years are tabulated below –

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23 (as at early March 2023)
Total no. of applicants	3 403	3 484	4 277	4 901	4 951
Total no. of student beneficiaries	3 147	3 218	3 844	4 422	4 193*
Total expenditure (\$)	42 million	43 million	51 million	58 million	59 million@

* About 700 applications for the 2022/23 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated expenditure during the year is around \$65 million.

The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 5** respectively.

The expenditure and number of student beneficiaries under MUSSS in the coming year are expected to be comparable to those in the 2022/23 academic year.

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2018/19 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	17	3	6
Shanghai International Studies University	6	3	10
Shanghai Jiao Tong University	5	1	6
Shanghai Normal University	1	0	1
Shanghai University of Finance and Economics	0	0	2
Shandong University	20	6	6
Sun Yat-sen University	135	46	54
Central Academy of Fine Arts	0	0	1
Central Conservatory of Music	1	0	0
Central University of Finance and Economics	1	0	3
The Central Academy of Drama	1	0	0
Central South University	2	0	0
Zhongnan University of Economics and Law	10	2	3
Renmin University of China	10	2	6
China University of Geosciences (Wuhan)	3	0	0
China University Political Science and Law	27	10	21
China Academy of Art	1	0	0
Communication University of China	3	4	1
Tianjin University	2	0	2
Tianjin University of Traditional Chinese Medicine	2	0	1
Peking University	12	5	22
Beijing University of Chinese Medicine	68	29	36
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	2	0	1
Beijing Institute of Fashion Technology	10	2	1
Beijing Forestry University	1	0	0
Beijing Normal University	8	6	13
Beijing Normal University, Zhuhai	19	3	1
Beijing Institute of Technology	1	0	1
Beijing University of Posts and Telecommunications	2	0	7
Beijing Language and Culture	2	2	9

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
University			
Beijing Sport University	5	2	0
Sichuan University	13	11	12
Sichuan Normal University	4	1	0
Jilin University	1	0	0
Tongji University	6	4	3
Chengdu University of Traditional Chinese Medicine	10	4	2
Shantou University	5	3	0
Jiangxi University of Chinese Medicine	1	1	0
Northwest University	1	0	1
Southwest University	11	2	0
Southwest University of Political Science and Law	2	0	1
Southwestern University of Finance and Economics	0	0	1
Southeast University	3	0	2
Donghua University	10	5	5
Wuhan University	15	8	29
Wuhan University of Technology	1	0	0
Southern Medical University	13	3	4
Nanjing University	3	1	10
Nanjing University of Chinese Medicine	45	16	7
Nanjing Normal University	10	8	4
Nanchang University	2	1	0
Nankai University	9	1	13
Xinghai Conservatory of Music	3	2	1
Chongqing University	3	0	2
Zhejiang University	3	0	1
Zhejiang Chinese Medical University	0	2	0
Zhejiang Normal University	3	1	0
Zhejiang Sci-Tech University	6	3	3
Hainan University	1	0	0
Shannxi Normal University	0	1	0
Shenzhen University	11	2	4
Tsinghua University	7	3	14
Fudan University	6	0	11
Hubei University of Chinese Medicine	1	0	0
Hunan Normal University	11	3	1
Huazhong University of Science & Technology	0	0	1
Central China Normal University	5	1	5
East China University of Political Science and Law	3	0	10
East China Normal University	7	4	5
East China University of Science and Technology	8	2	2

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
South China Normal University	7	1	1
South China University of Technology	7	1	6
Huaqiao University	189	61	6
Jimei University	4	2	0
Yunnan University	3	0	0
Xiamen University	23	6	17
Ningbo University	3	0	0
University of International Business and Economics	3	3	5
Jinan University	717	250	74
Fuzhou University	6	1	0
Fujian University of Traditional Chinese Medicine	3	2	1
Fujian Normal University	6	5	0
Shaoguan University	2	0	0
Guangzhou University	11	3	0
Guangzhou University of Chinese Medicine	210	94	121
Guangzhou Academy of Fine Arts	6	2	3
Guangzhou Medical University	0	1	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	33	9	1
Guangdong University of Technology	1	0	0
Guangdong University of Foreign Studies	2	5	3
Guangdong University of Finance	4	1	0
Guangdong University of Finance and Economics	7	0	0
Zhengzhou University	2	1	0
Total	1 872	667	608

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2019/20 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	16	3	8
Shanghai International Studies University	7	2	11
Shanghai Jiao Tong University	4	2	5
Shanghai Normal University	1	1	2
Shanghai University of Finance and Economics	1	0	4
Shanghai University of Sport	1	0	0
Shandong University	26	4	6
Sun Yat-sen University	146	43	61
Central Academy of Fine Arts	1	1	1
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	3	1	4
The Central Academy of Drama	1	0	0
Central South University	1	1	2
Zhongnan University of Economics and Law	5	4	2
Renmin University of China	5	1	4
China University of Geosciences (Wuhan)	1	0	0
China University Political Science and Law	27	8	23
China Academy of Art	1	0	0
Communication University of China	3	3	4
Tianjin University	4	0	2
Tianjin University of Traditional Chinese Medicine	0	0	1
Peking University	11	6	32
Beijing University of Chinese Medicine	65	27	49
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	1	0	1
Beijing Institute of Fashion Technology	11	1	1
Beijing Forestry University	1	0	0
Beijing Normal University	7	5	10
Beijing Normal University, Zhuhai	15	2	2
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	2	0	5

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Language and Culture University	4	2	10
Beijing Sport University	8	3	0
Sichuan University	15	8	17
Sichuan Normal University	3	0	1
Jilin University	1	0	0
Tongji University	6	5	3
Chengdu University of Traditional Chinese Medicine	8	7	2
Shantou University	6	2	1
Jiangxi University of Chinese Medicine	5	0	0
Northwest University	3	0	0
Xian Jiaotong University	1	1	2
Southwest University	7	0	0
Southwest University of Political Science and Law	3	0	3
Southwestern University of Finance and Economics	1	1	2
Northeastern University	1	0	0
Dongbei University Finance and Economics	0	0	1
Southeast University	3	1	2
Donghua University	10	6	4
Wuhan University	12	8	27
Wuhan University of Technology	3	1	0
Southern Medical University	13	2	4
Nanjing University	3	1	5
Nanjing University of Chinese Medicine	51	16	5
Nanjing Normal University	10	9	5
Nanchang University	3	1	0
Nankai University	6	1	14
Xinghai Conservatory of Music	4	2	2
Chongqing University	12	1	2
Zhejiang University	2	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	5	2	0
Zhejiang Sci-Tech University	8	3	4
Hainan University	1	0	0
Shenzhen University	9	2	5
Tsinghua University	11	4	19
Fudan University	6	1	11
Hubei University of Chinese Medicine	1	0	0
Hunan University	1	1	0
Hunan Normal University	9	4	2
Huazhong University of Science & Technology	0	0	1
Central China Normal University	8	1	4

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
East China University of Political Science and Law	5	1	9
East China Normal University	9	5	7
East China University of Science and Technology	6	2	2
South China Normal University	9	3	1
South China University of Technology	7	0	4
Huaqiao University	241	75	3
Jimei University	4	1	0
Yunnan University	2	0	0
Xiamen University	19	8	19
Ningbo University	3	0	1
University of International Business and Economics	2	3	5
Jinan University	733	240	107
Fuzhou University	6	1	0
Fujian University of Traditional Chinese Medicine	2	3	1
Fujian Normal University	4	4	0
Shaoguan University	2	0	0
Guangzhou University	5	0	0
Guangzhou University of Chinese Medicine	151	65	108
Guangzhou Academy of Fine Arts	9	3	3
Guangzhou Medical University	0	2	1
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	32	6	1
Guangdong University of Technology	1	0	0
Guangdong University of Foreign Studies	2	2	2
Guangdong University of Finance	5	1	0
Guangdong University of Finance and Economics	3	0	0
Zhengzhou University	3	1	0
Total	1 901	640	677

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2020/21 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shanghai University	0	0	1
Shanghai University of Traditional Chinese Medicine	18	5	8
Shanghai International Studies University	7	0	14
Shanghai Jiao Tong University	2	1	6
Shanghai Normal University	2	4	0
Shanghai University of Finance and Economics	2	0	4
Shanghai University of Sport	1	1	0
Shandong University	33	6	7
Shandong University of Traditional Chinese Medicine	2	0	0
Sun Yat-sen University	158	49	68
Central Academy of Fine Arts	2	1	3
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	5
The Central Academy of Drama	1	0	1
Central South University	4	0	4
Zhongnan University of Economics and Law	10	4	2
Renmin University of China	3	0	2
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	28	9	27
China Conservatory of Music	0	1	0
Communication University of China	3	4	6
Tianjin University	4	0	4
Tianjin University of Traditional Chinese Medicine	0	0	1
Tianjin Foreign Studies University	0	0	1
Peking University	14	5	29
Beijing University of Chinese Medicine	73	25	53
Beijing University of Chemical Technology	0	1	0
Beijing Foreign Studies University	1	0	3
Beijing Institute of Fashion Technology	7	0	0
Beijing Forestry University	1	0	0
Beijing Normal University	5	5	11

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University – Hong Kong Baptist University United Internal College	2	0	0
Beijing Normal University, Zhuhai	6	1	2
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	4	1	8
Beijing Film Academy	1	1	0
Beijing Language and Culture University	8	2	6
Beijing Sport University	11	3	1
Sichuan University	13	7	23
Sichuan Normal University	5	1	1
Jilin University	3	1	3
Tongji University	5	6	4
Chengdu University of Traditional Chinese Medicine	9	5	2
Shantou University	6	1	1
Jiangxi University of Chinese Medicine	4	0	0
Northwest University	3	1	0
Xian Jiaotong University	2	3	4
Southwest University	8	0	0
Southwest University of Political Science and Law	2	2	4
Southwestern University of Finance and Economics	5	0	2
Northeastern University	2	0	0
Dongbei University of Finance and Economics	1	1	1
Southeast University	4	1	2
Donghua University	9	7	4
Wuhan University	11	6	30
Wuhan University of Technology	4	1	0
Southern Medical University	15	3	4
Nanjing University	2	1	7
Nanjing University of Chinese Medicine	51	16	6
Nanjing Normal University	16	8	6
Nanchang University	6	0	0
Nankai University	6	2	14
Xinghai Conservatory of Music	8	2	2
Chongqing University	23	7	4
Capital Normal University	0	0	2
Zhejiang University	1	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	6	2	0
Zhejiang Sci-Tech University	11	4	5
Hainan University	1	0	0
Shenzhen University	11	5	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tsinghua University	14	4	26
Fudan University	9	1	17
Hubei University	1	0	0
Hunan University	4	0	1
Hunan Normal University	12	5	2
Huazhong University of Science & Technology	3	0	3
Central China Normal University	9	4	3
East China University of Political Science and Law	6	1	9
East China Normal University	10	5	8
East China University of Science and Technology	6	3	2
South China Normal University	15	9	2
South China University of Technology	7	0	3
Huaqiao University	379	121	5
Jimei University	3	4	0
Yunnan University	2	0	0
Yunnan Normal University	4	1	0
Xiamen University	18	8	22
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	2	0	0
University of International Business and Economics	3	4	9
Jinan University	907	307	129
Fuzhou University	7	3	0
Fujian University of Traditional Chinese Medicine	4	3	1
Fujian Normal University	7	4	2
Shaoguan University	2	0	0
Guangzhou University	5	2	0
Guangzhou University of Chinese Medicine	117	58	106
Guangzhou Academy of Fine Arts	9	1	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	26	3	3
Guangdong University of Technology	1	1	0
Guangdong University of Foreign Studies	3	1	2
Guangdong University of Finance	5	1	0
Guangdong University of Finance and Economics	3	0	0
Zhengzhou University	4	1	1
Total	2 280	785	779

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2021/22 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	2	0	3
Shanghai University of Traditional Chinese Medicine	23	4	13
Shanghai International Studies University	5	1	11
Shanghai Jiao Tong University	1	0	6
Shanghai Normal University	4	7	2
Shanghai University of Finance and Economics	2	0	7
Shanghai University of Sport	1	2	0
Shandong University	29	8	13
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	156	49	71
Central Academy of Fine Arts	2	1	4
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	2	0	0
Central South University	6	0	5
Zhongnan University of Economics and Law	11	5	7
Renmin University of China	2	0	1
China University of Petroleum	0	0	1
China University of Political Science and Law	22	7	28
China Conservatory of Music	1	0	0
Communication University of China	3	4	4
Tianjin University	6	0	3
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	4	38
Beijing University of Chinese Medicine	67	19	65
Beijing Foreign Studies University	1	0	2
Beijing Institute of Fashion Technology	5	0	0
Beijing Normal University	4	3	7
Beijing Normal University – Hong Kong Baptist University United Internal College	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University, Zhuhai	2	0	1
Beijing Institute of Technology	2	0	3
Beijing University of Posts and Telecommunications	4	0	11
Beijing Film Academy	1	1	1
Beijing Language and Culture University	6	2	6
Beijing Sport University	9	4	3
Sichuan University	14	6	19
Sichuan Normal University	10	1	1
Jilin University	5	0	4
Tongji University	6	7	2
Chengdu University of Traditional Chinese Medicine	8	3	2
Shantou University	3	3	1
Jiangxi University of Chinese Medicine	3	0	0
Northwest University	3	1	3
Xian Jiaotong University	3	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	5	3	5
Southwestern University of Finance and Economics	6	0	4
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	1	1	1
Southeast University	1	2	3
Donghua University	9	6	2
Wuhan University	11	6	22
Wuhan University of Technology	4	1	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	16	4	4
Nanjing University	2	1	9
Nanjing University of Chinese Medicine	36	11	7
Nanjing Normal University	19	8	9
Nanchang University	8	0	0
Nankai University	4	2	9
Xinghai conservatory of Music	8	2	3
Chongqing University	27	7	9
Capital Normal University	0	1	3
Zhejiang University	2	2	3
Zhejiang Chinese Medical University	1	1	1
Zhejiang Normal University	6	1	2
Zhejiang Sci-Tech University	12	4	6
Hainan University	1	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shenzhen University	12	5	10
Tsinghua University	13	5	32
Fudan University	9	1	18
Hubei University	1	0	0
Hunan University	7	3	2
Hunan Normal University	13	6	5
Huazhong University of Science & Technology	6	1	2
Central China Normal University	11	4	8
East China University of Political Science and Law	6	1	12
East China Normal University	10	4	11
East China University Science and Technology	5	4	4
South China Normal University	19	11	11
South China University of Technology	3	2	5
Huaqiao University	496	149	5
Jimei University	6	3	0
Yunnan University	0	0	1
Yunnan Normal University	6	2	0
Xiamen University	16	9	23
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	4	7
Jinan University	1 113	374	199
Fuzhou University	9	3	2
Fujian University of Traditional Chinese Medicine	2	2	2
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	2	0	0
Guangzhou University	6	1	0
Guangzhou University of Chinese Medicine	113	53	93
Guangzhou Academy of Fine Arts	11	0	3
Guangzhou Medical University	0	3	3
Guangxi University	2	0	0
Guangxi University of Chinese Medicine	22	6	3
Guangdong University of Technology	1	2	1
Guangdong University of Foreign Studies	5	1	3
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	3	1	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	7	1	6
Lanzhou University	1	0	0
Total	2 599	880	943

Mainland University Study Subsidy Scheme

**Breakdown of the number of students receiving subsidies by institution
in the 2022/23 academic year
(As at early March 2023)**

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	1	0	1
Shanghai University of Traditional Chinese Medicine	21	4	17
Shanghai International Studies University	4	2	11
Shanghai Jiao Tong University	1	0	8
Shanghai Normal University	4	5	2
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	1	1	0
Shandong University	17	9	11
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	113	38	62
Central Academy of Fine Arts	3	0	5
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	1	0	2
Central South University	7	3	10
Zhongnan University of Economics and Law	13	3	13
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	18	2	15
China Conservatory of Music	1	0	0
Ocean University of China	1	0	0
Communication University of China	0	1	4
Tianjin University	5	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	14	5	34
Beijing University of Chinese Medicine	48	10	62
Beijing Foreign Studies University	0	0	3
Beijing Institute of Fashion Technology	6	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University	4	2	5
Beijing Normal University, Zhuhai	1	0	0
Beijing Institute of Technology	1	0	2
Beijing University of Posts and Telecommunications	3	0	9
Beijing Film Academy	1	0	1
Beijing Language and Culture University	4	2	6
Beijing Sport University	5	1	3
Sichuan University	11	4	17
Sichuan Normal University	7	3	0
Jilin University	3	2	6
Tongji University	4	8	1
Chengdu University of Traditional Chinese Medicine	4	0	1
Shantou University	1	1	2
Northwest University	2	2	4
Xian Jiaotong University	4	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	8	2	7
Southwestern University of Finance and Economics	5	0	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	1	2
Donghua University	8	5	3
Wuhan University	13	5	19
Wuhan University of Technology	3	0	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	12	3	4
Nanjing University	5	0	7
Nanjing University of Chinese Medicine	25	8	6
Nanjing Normal University	16	8	11
Nanchang University	6	0	1
Nankai University	3	3	10
Xinghai conservatory of Music	6	4	3
Chongqing University	26	8	5
Capital Normal University	1	0	2
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	0	1	0
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	10	3	3
Hainan University	1	0	1
Shenzhen University	20	4	12

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tsinghua University	11	2	27
Fudan University	8	2	15
Hubei University	1	0	0
Hunan University	10	2	12
Hunan Normal University	8	5	4
Xiangtan University	1	0	0
Huazhong University of Science & Technology	6	1	3
Central China Normal University	13	3	8
East China University of Political Science and Law	5	1	14
East China Normal University	9	3	7
East China University Science and Technology	3	4	5
South China Normal University	16	8	15
South China University of Technology	4	1	5
Huaqiao University	514	151	5
Jimei University	3	2	0
Yunnan University	0	0	2
Yunnan Normal University	7	1	0
Xiamen University	12	12	26
Wenzhou Medical University	1	0	1
University of Electronic Science and Technology of China	1	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	2	6
Jinan University	1 131	397	192
Fuzhou University	6	2	1
Fujian University of Traditional Chinese Medicine	1	0	1
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	1	0	0
Guangzhou University	3	1	0
Guangzhou University of Chinese Medicine	91	44	94
Guangzhou Academy of Fine Arts	9	0	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	14	1	3
Guangdong University of Technology	2	3	0
Guangdong University of Foreign Studies	5	0	4
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	1	1	0
Guangdong Medical University	1	0	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	3	0	6
Lanzhou University	1	0	0
Total	2 449	831	913

- End -

CONTROLLING OFFICER'S REPLY

EDB088

(Question Serial No. 2580)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown and the total numbers of classes, places and students in Primary 1 to 6 and Secondary 1 to 6 of government schools, aided schools, special schools, Direct Subsidy Scheme schools, private schools, English Schools Foundation schools and international schools by 18 districts from the 2017/18 to 2021/22 school years.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 2)

Reply:

The numbers of operating classes, places and students at each grade of primary and secondary schools by district and sector from the 2017/18 to 2021/22 school years are at Annex 1. As the situation varies across districts, some districts may have only a few schools of a particular sector. To avoid direct identification of individual schools, sectors are only classified into "Public sector and Direct Subsidy Scheme schools" and "Private schools (including international and private independent schools)".

The numbers of approved classes, places and students of each type of aided special schools (primary section and secondary section) from the 2017/18 to 2021/22 school years are at Annex 2. Since the planning and provision of special school places are not on a district basis and it is a common practice for special schools to adopt flexible groupings across grades to cater for the special educational needs of individual students, it is inappropriate to break down the numbers by district and grade.

**Numbers of operating classes, places and students of primary schools
by district, grade and sector from the 2017/18 to 2021/22 school years**

2017/18 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	53	1 435	1 481	27	810	681	80	2 245	2 162
	P2	53	1 435	1 455	24	819	687	77	2 254	2 142
	P3	51	1 385	1 380	24	814	652	75	2 199	2 032
	P4	50	1 360	1 382	24	843	648	74	2 203	2 030
	P5	51	1 385	1 394	23	797	613	74	2 182	2 007
	P6	44	1 210	1 166	22	780	568	66	1 990	1 734
	All Grades	302	8 210	8 258	144	4 863	3 849	446	13 073	12 107
Wan Chai	P1	56	1 485	1 486	35	1 246	1 018	91	2 731	2 504
	P2	53	1 410	1 407	30	1 069	910	83	2 479	2 317
	P3	54	1 435	1 412	32	1 156	933	86	2 591	2 345
	P4	53	1 410	1 416	31	1 094	917	84	2 504	2 333
	P5	53	1 410	1 413	26	964	764	79	2 374	2 177
	P6	48	1 285	1 269	21	848	636	69	2 133	1 905
	All Grades	317	8 435	8 403	175	6 377	5 178	492	14 812	13 581
Eastern	P1	113	3 097	3 134	36	1 009	910	149	4 106	4 044
	P2	112	3 072	3 032	26	763	679	138	3 835	3 711
	P3	109	2 997	2 987	27	775	662	136	3 772	3 649
	P4	110	3 022	3 032	27	838	716	137	3 860	3 748
	P5	109	2 997	2 975	31	895	769	140	3 892	3 744
	P6	104	2 872	2 755	32	853	744	136	3 725	3 499
	All Grades	657	18 057	17 915	179	5 133	4 480	836	23 190	22 395
Southern	P1	46	1 222	1 178	76	1 750	1 672	122	2 972	2 850
	P2	44	1 172	1 100	58	1 433	1 350	102	2 605	2 450
	P3	44	1 184	1 104	55	1 355	1 300	99	2 539	2 404
	P4	43	1 159	1 110	54	1 324	1 274	97	2 483	2 384
	P5	44	1 159	1 112	53	1 294	1 243	97	2 453	2 355
	P6	41	1 109	1 013	43	1 083	1 006	84	2 192	2 019
	All Grades	262	7 005	6 617	339	8 239	7 845	601	15 244	14 462
Sham Shui Po	P1	95	3 064	2 893	42	1 340	1 226	137	4 404	4 119
	P2	94	2 598	2 713	36	1 213	1 011	130	3 811	3 724
	P3	94	2 627	2 742	34	1 079	963	128	3 706	3 705
	P4	97	2 707	2 818	36	1 161	1 031	133	3 868	3 849
	P5	95	2 644	2 794	36	1 254	1 066	131	3 898	3 860
	P6	90	2 523	2 592	25	826	693	115	3 349	3 285
	All Grades	565	16 163	16 552	209	6 873	5 990	774	23 036	22 542

Annex 1 (cont'd)

District	Grade level	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	P1	90	2 469	2 504	5	160	148	95	2 629	2 652
	P2	89	2 444	2 486	4	144	145	93	2 588	2 631
	P3	87	2 394	2 390	4	148	147	91	2 542	2 537
	P4	86	2 365	2 414	4	148	147	90	2 513	2 561
	P5	82	2 265	2 343	4	148	148	86	2 413	2 491
	P6	77	2 140	2 184	4	148	147	81	2 288	2 331
	All Grades	511	14 077	14 321	25	896	882	536	14 973	15 203
Kowloon City	P1	130	3 701	3 820	84	2 948	2 314	214	6 649	6 134
	P2	130	3 537	3 675	75	2 579	2 045	205	6 116	5 720
	P3	134	3 637	3 765	72	2 502	1 967	206	6 139	5 732
	P4	137	3 707	3 860	67	2 348	1 949	204	6 055	5 809
	P5	133	3 582	3 721	71	2 428	2 000	204	6 010	5 721
	P6	130	3 507	3 587	66	2 291	1 834	196	5 798	5 421
	All Grades	794	21 671	22 428	434	15 096	12 109	1 228	36 767	34 537
Wong Tai Sin	P1	107	2 720	2 680	14	493	465	121	3 213	3 145
	P2	104	2 645	2 586	15	538	485	119	3 183	3 071
	P3	101	2 570	2 533	14	499	465	115	3 069	2 998
	P4	94	2 370	2 463	15	555	456	109	2 925	2 919
	P5	94	2 345	2 446	14	493	460	108	2 838	2 906
	P6	92	2 320	2 386	12	409	394	104	2 729	2 780
	All Grades	592	14 970	15 094	84	2 987	2 725	676	17 957	17 819
Kwun Tong	P1	164	4 302	4 395	10	301	281	174	4 603	4 676
	P2	149	3 877	3 965	10	301	273	159	4 178	4 238
	P3	153	3 987	4 116	10	301	279	163	4 288	4 395
	P4	150	4 397	4 461	10	301	262	160	4 698	4 723
	P5	160	4 147	4 358	10	301	264	170	4 448	4 622
	P6	155	4 017	4 181	10	301	273	165	4 318	4 454
	All Grades	931	24 727	25 476	60	1 806	1 632	991	26 533	27 108
Tsuen Wan	P1	82	2 385	2 409	1	30	11	83	2 415	2 420
	P2	80	2 180	2 232	1	30	14	81	2 210	2 246
	P3	77	2 105	2 190	1	30	20	78	2 135	2 210
	P4	77	2 105	2 197	1	30	12	78	2 135	2 209
	P5	78	2 130	2 200	1	30	18	79	2 160	2 218
	P6	75	2 055	2 102	1	30	16	76	2 085	2 118
	All Grades	469	12 960	13 330	6	180	91	475	13 140	13 421

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	P1	158	4 247	4 332	5	133	102	163	4 380	4 434
	P2	156	4 002	4 044	5	141	112	161	4 143	4 156
	P3	157	4 022	4 058	4	117	82	161	4 139	4 140
	P4	161	4 152	4 068	5	141	103	166	4 293	4 171
	P5	153	3 847	3 894	4	117	87	157	3 964	3 981
	P6	137	3 477	3 503	7	150	125	144	3 627	3 628
	All Grades	922	23 747	23 899	30	799	611	952	24 546	24 510
Yuen Long	P1	208	5 777	5 876	7	261	138	215	6 038	6 014
	P2	206	5 592	5 647	7	280	158	213	5 872	5 805
	P3	204	5 511	5 562	3	85	42	207	5 596	5 604
	P4	214	5 693	5 795	3	85	42	217	5 778	5 837
	P5	201	5 059	5 180	3	85	39	204	5 144	5 219
	P6	185	4 659	4 758	3	85	43	188	4 744	4 801
	All Grades	1 218	32 291	32 818	26	881	462	1 244	33 172	33 280
North	P1	116	3 451	3 600	0	0	0	116	3 451	3 600
	P2	111	3 311	3 424	0	0	0	111	3 311	3 424
	P3	115	3 105	3 254	0	0	0	115	3 105	3 254
	P4	115	3 115	3 273	0	0	0	115	3 115	3 273
	P5	111	3 527	3 499	0	0	0	111	3 527	3 499
	P6	110	3 187	3 152	0	0	0	110	3 187	3 152
	All Grades	678	19 696	20 202	0	0	0	678	19 696	20 202
Tai Po	P1	78	2 574	2 641	18	515	405	96	3 089	3 046
	P2	77	2 464	2 595	13	417	319	90	2 881	2 914
	P3	76	2 280	2 403	10	329	226	86	2 609	2 629
	P4	78	2 340	2 473	9	297	225	87	2 637	2 698
	P5	85	2 170	2 272	8	265	177	93	2 435	2 449
	P6	80	2 045	2 111	7	220	145	87	2 265	2 256
	All Grades	474	13 873	14 495	65	2 043	1 497	539	15 916	15 992
Sha Tin	P1	187	5 418	5 453	17	448	447	204	5 866	5 900
	P2	178	4 740	4 969	17	448	448	195	5 188	5 417
	P3	176	4 690	4 900	17	442	441	193	5 132	5 341
	P4	177	4 715	4 948	16	446	429	193	5 161	5 377
	P5	167	4 440	4 655	16	452	429	183	4 892	5 084
	P6	155	4 157	4 236	16	443	427	171	4 600	4 663
	All Grades	1 040	28 160	29 161	99	2 679	2 621	1 139	30 839	31 782

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	113	2 928	2 848	10	234	214	123	3 162	3 062
	P2	107	2 753	2 605	9	224	198	116	2 977	2 803
	P3	105	2 703	2 591	8	199	191	113	2 902	2 782
	P4	110	2 832	2 771	9	224	198	119	3 056	2 969
	P5	96	2 459	2 421	9	229	195	105	2 688	2 616
	P6	98	2 558	2 419	8	214	183	106	2 772	2 602
	All Grades	629	16 233	15 655	53	1 324	1 179	682	17 557	16 834
Islands	P1	47	1 130	999	17	407	384	64	1 537	1 383
	P2	41	1 030	925	15	360	360	56	1 390	1 285
	P3	38	955	843	13	325	311	51	1 280	1 154
	P4	35	830	775	12	301	275	47	1 131	1 050
	P5	36	855	809	11	295	271	47	1 150	1 080
	P6	35	880	793	10	273	250	45	1 153	1 043
	All Grades	232	5 680	5 144	78	1 961	1 851	310	7 641	6 995
Kwai Tsing	P1	131	3 479	3 456	0	0	0	131	3 479	3 456
	P2	122	3 304	3 239	0	0	0	122	3 304	3 239
	P3	119	3 229	3 200	0	0	0	119	3 229	3 200
	P4	116	3 129	3 158	0	0	0	116	3 129	3 158
	P5	116	3 129	3 149	0	0	0	116	3 129	3 149
	P6	114	3 104	3 077	0	0	0	114	3 104	3 077
	All Grades	718	19 374	19 279	0	0	0	718	19 374	19 279
All Districts	P1	1 974	54 884	55 185	404	12 085	10 416	2 378	66 969	65 601
	P2	1 906	51 566	52 099	345	10 759	9 194	2 250	62 325	61 293
	P3	1 894	50 816	51 430	328	10 156	8 681	2 222	60 972	60 111
	P4	1 903	51 408	52 414	323	10 136	8 684	2 226	61 544	61 098
	P5	1 864	49 550	50 635	320	10 047	8 543	2 184	59 597	59 178
	P6	1 770	47 105	47 284	287	8 954	7 484	2 057	56 059	54 768
	All Grades	11 311	305 329	309 047	2 006	62 137	53 002	13 317	367 466	362 049

2018/19 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 530	1 535	22	753	645	73	2 283	2 180
	P2	53	1 435	1 467	24	795	656	77	2 230	2 123
	P3	53	1 435	1 440	23	761	625	76	2 196	2 065
	P4	51	1 385	1 367	21	720	584	72	2 105	1 951
	P5	50	1 360	1 364	20	715	561	70	2 075	1 925
	P6	51	1 385	1 364	20	691	512	71	2 076	1 876
	All Grades	309	8 530	8 537	130	4 435	3 583	439	12 965	12 120
Wan Chai	P1	57	1 497	1 468	38	1 326	1 034	95	2 823	2 502
	P2	56	1 485	1 464	35	1 237	1 019	91	2 722	2 483
	P3	53	1 410	1 398	32	1 102	899	85	2 512	2 297
	P4	54	1 435	1 414	28	971	830	82	2 406	2 244
	P5	53	1 410	1 409	27	959	822	80	2 369	2 231
	P6	53	1 407	1 382	25	923	729	78	2 330	2 111
	All Grades	326	8 644	8 535	185	6 518	5 333	511	15 162	13 868
Eastern	P1	114	3 359	3 304	36	997	859	150	4 356	4 163
	P2	113	3 097	3 109	26	763	666	139	3 860	3 775
	P3	112	3 072	3 033	26	752	662	138	3 824	3 695
	P4	109	2 997	3 004	28	825	719	137	3 822	3 723
	P5	110	3 022	3 013	30	890	744	140	3 912	3 757
	P6	109	2 997	2 936	32	875	743	141	3 872	3 679
	All Grades	667	18 544	18 399	178	5 102	4 393	845	23 646	22 792
Southern	P1	47	1 247	1 178	74	1 778	1 673	121	3 025	2 851
	P2	46	1 222	1 152	60	1 511	1 431	106	2 733	2 583
	P3	44	1 172	1 067	57	1 453	1 343	101	2 625	2 410
	P4	44	1 184	1 099	55	1 373	1 326	99	2 557	2 425
	P5	43	1 159	1 107	54	1 346	1 300	97	2 505	2 407
	P6	44	1 159	1 088	46	1 169	1 064	90	2 328	2 152
	All Grades	268	7 143	6 691	346	8 630	8 137	614	15 773	14 828
Sham Shui Po	P1	96	3 049	2 905	42	1 406	1 220	138	4 455	4 125
	P2	94	3 063	2 895	35	1 201	1 042	129	4 264	3 937
	P3	94	2 628	2 704	36	1 201	1 008	130	3 829	3 712
	P4	95	2 657	2 757	34	1 132	954	129	3 789	3 711
	P5	99	2 762	2 854	36	1 270	1 010	135	4 032	3 864
	P6	95	2 649	2 771	30	1 121	884	125	3 770	3 655
	All Grades	573	16 808	16 886	213	7 331	6 118	786	24 139	23 004

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	P1	90	2 780	2 715	11	328	278	101	3 108	2 993
	P2	90	2 469	2 478	9	271	222	99	2 740	2 700
	P3	89	2 444	2 464	7	208	190	96	2 652	2 654
	P4	83	2 290	2 297	6	193	182	89	2 483	2 479
	P5	86	2 365	2 408	5	163	163	91	2 528	2 571
	P6	82	2 265	2 302	5	163	160	87	2 428	2 462
	All Grades	520	14 613	14 664	43	1 326	1 195	563	15 939	15 859
Kowloon City	P1	130	3 916	3 951	82	2 910	2 333	212	6 826	6 284
	P2	130	3 711	3 807	73	2 610	2 093	203	6 321	5 900
	P3	130	3 552	3 679	70	2 470	1 971	200	6 022	5 650
	P4	133	3 627	3 755	66	2 340	1 919	199	5 967	5 674
	P5	138	3 717	3 828	65	2 282	1 876	203	5 999	5 704
	P6	133	3 592	3 676	66	2 289	1 888	199	5 881	5 564
	All Grades	794	22 115	22 696	422	14 901	12 080	1 216	37 016	34 776
Wong Tai Sin	P1	104	2 570	2 550	15	535	470	119	3 105	3 020
	P2	107	2 720	2 687	13	454	445	120	3 174	3 132
	P3	104	2 645	2 586	14	493	462	118	3 138	3 048
	P4	101	2 570	2 579	14	501	444	115	3 071	3 023
	P5	95	2 370	2 460	14	496	433	109	2 866	2 893
	P6	94	2 345	2 430	14	493	442	108	2 838	2 872
	All Grades	605	15 220	15 292	84	2 972	2 696	689	18 192	17 988
Kwun Tong	P1	161	4 610	4 612	9	293	251	170	4 903	4 863
	P2	164	4 296	4 462	12	365	309	176	4 661	4 771
	P3	152	3 970	4 086	11	338	284	163	4 308	4 370
	P4	155	4 045	4 225	11	344	289	166	4 389	4 514
	P5	153	4 485	4 539	11	337	274	164	4 822	4 813
	P6	160	4 150	4 365	11	340	279	171	4 490	4 644
	All Grades	945	25 556	26 289	65	2 017	1 686	1 010	27 573	27 975
Tsuen Wan	P1	81	2 390	2 459	1	30	12	82	2 420	2 471
	P2	81	2 385	2 409	1	30	12	82	2 415	2 421
	P3	80	2 180	2 219	1	30	9	81	2 210	2 228
	P4	78	2 130	2 218	1	30	14	79	2 160	2 232
	P5	78	2 130	2 214	1	30	11	79	2 160	2 225
	P6	78	2 130	2 189	1	30	18	79	2 160	2 207
	All Grades	476	13 345	13 708	6	180	76	482	13 525	13 784

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	P1	152	4 285	4 338	5	133	101	157	4 418	4 439
	P2	157	4 247	4 356	5	137	105	162	4 384	4 461
	P3	158	4 002	4 111	5	145	113	163	4 147	4 224
	P4	154	3 947	4 126	4	117	84	158	4 064	4 210
	P5	161	4 152	4 089	5	141	107	166	4 293	4 196
	P6	152	3 847	3 868	7	150	136	159	3 997	4 004
	All Grades	934	24 480	24 888	31	823	646	965	25 303	25 534
Yuen Long	P1	208	5 782	5 824	5	192	113	213	5 974	5 937
	P2	206	5 782	5 851	7	276	127	213	6 058	5 978
	P3	206	5 596	5 552	7	280	152	213	5 876	5 704
	P4	207	5 516	5 530	3	100	41	210	5 616	5 571
	P5	212	5 646	5 771	3	100	42	215	5 746	5 813
	P6	201	5 064	5 150	3	100	35	204	5 164	5 185
	All Grades	1 240	33 386	33 678	28	1 048	510	1 268	34 434	34 188
North	P1	120	3 436	3 507	0	0	0	120	3 436	3 507
	P2	116	3 451	3 528	0	0	0	116	3 451	3 528
	P3	111	3 311	3 404	0	0	0	111	3 311	3 404
	P4	115	3 105	3 230	0	0	0	115	3 105	3 230
	P5	115	3 114	3 244	0	0	0	115	3 114	3 244
	P6	111	3 524	3 479	0	0	0	111	3 524	3 479
	All Grades	688	19 941	20 392	0	0	0	688	19 941	20 392
Tai Po	P1	89	2 670	2 730	22	617	461	111	3 287	3 191
	P2	78	2 574	2 598	17	513	405	95	3 087	3 003
	P3	78	2 496	2 580	14	441	357	92	2 937	2 937
	P4	78	2 310	2 382	12	377	249	90	2 687	2 631
	P5	79	2 369	2 466	12	377	275	91	2 746	2 741
	P6	86	2 170	2 234	9	268	207	95	2 438	2 441
	All Grades	488	14 589	14 990	86	2 593	1 954	574	17 182	16 944
Sha Tin	P1	182	5 724	5 595	17	448	446	199	6 172	6 041
	P2	185	5 373	5 426	17	448	445	202	5 821	5 871
	P3	178	4 745	4 961	17	442	440	195	5 187	5 401
	P4	177	4 725	4 929	17	442	428	194	5 167	5 357
	P5	178	4 750	4 911	17	452	430	195	5 202	5 341
	P6	167	4 445	4 619	16	431	431	183	4 876	5 050
	All Grades	1 067	29 762	30 441	101	2 663	2 620	1 168	32 425	33 061

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	115	2 990	2 951	21	520	420	136	3 510	3 371
	P2	114	2 903	2 816	16	448	369	130	3 351	3 185
	P3	106	2 753	2 598	12	327	300	118	3 080	2 898
	P4	109	2 807	2 671	13	372	289	122	3 179	2 960
	P5	103	2 634	2 565	12	313	284	115	2 947	2 849
	P6	102	2 657	2 602	10	288	253	112	2 945	2 855
	All Grades	649	16 744	16 203	84	2 268	1 915	733	19 012	18 118
Islands	P1	48	1 225	1 136	16	414	376	64	1 639	1 512
	P2	47	1 130	1 061	14	369	346	61	1 499	1 407
	P3	41	1 030	963	15	365	346	56	1 395	1 309
	P4	38	955	889	12	315	286	50	1 270	1 175
	P5	36	880	816	12	306	273	48	1 186	1 089
	P6	37	880	811	11	279	246	48	1 159	1 057
	All Grades	247	6 100	5 676	80	2 048	1 873	327	8 148	7 549
Kwai Tsing	P1	130	3 479	3 464	0	0	0	130	3 479	3 464
	P2	129	3 479	3 442	0	0	0	129	3 479	3 442
	P3	122	3 304	3 232	0	0	0	122	3 304	3 232
	P4	119	3 229	3 241	0	0	0	119	3 229	3 241
	P5	116	3 129	3 166	0	0	0	116	3 129	3 166
	P6	116	3 129	3 140	0	0	0	116	3 129	3 140
	All Grades	732	19 749	19 685	0	0	0	732	19 749	19 685
All Districts	P1	1 975	56 539	56 222	416	12 680	10 692	2 391	69 219	66 914
	P2	1 966	54 822	55 008	364	11 428	9 692	2 330	66 250	64 700
	P3	1 911	51 745	52 077	347	10 808	9 161	2 258	62 553	61 238
	P4	1 900	50 914	51 713	325	10 152	8 638	2 225	61 066	60 351
	P5	1 905	51 454	52 224	324	10 177	8 605	2 229	61 631	60 829
	P6	1 871	49 795	50 406	306	9 610	8 027	2 177	59 405	58 433
	All Grades	11 528	315 269	317 650	2 082	64 855	54 815	13 610	380 124	372 465

2019/20 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 385	1 388	23	797	645	74	2 182	2 033
	P2	51	1 530	1 513	27	884	721	78	2 414	2 234
	P3	53	1 435	1 450	26	855	696	79	2 290	2 146
	P4	53	1 435	1 406	25	805	660	78	2 240	2 066
	P5	51	1 385	1 349	21	735	597	72	2 120	1 946
	P6	50	1 360	1 336	22	764	579	72	2 124	1 915
	All Grades	309	8 530	8 442	144	4 840	3 898	453	13 370	12 340
Wan Chai	P1	53	1 410	1 394	34	1 186	975	87	2 596	2 369
	P2	56	1 485	1 469	37	1 287	1 030	93	2 772	2 499
	P3	56	1 485	1 473	35	1 227	990	91	2 712	2 463
	P4	53	1 410	1 399	29	1 016	798	82	2 426	2 197
	P5	54	1 435	1 407	28	981	818	82	2 416	2 225
	P6	53	1 410	1 387	27	1 009	771	80	2 419	2 158
	All Grades	325	8 635	8 529	190	6 706	5 382	515	15 341	13 911
Eastern	P1	109	3 054	2 932	32	930	826	141	3 984	3 758
	P2	114	3 371	3 238	26	775	690	140	4 146	3 928
	P3	113	3 097	3 054	26	772	664	139	3 869	3 718
	P4	112	3 072	3 014	28	835	748	140	3 907	3 762
	P5	109	2 997	2 963	29	833	748	138	3 830	3 711
	P6	110	3 022	2 966	30	855	743	140	3 877	3 709
	All Grades	667	18 613	18 167	171	5 000	4 419	838	23 613	22 586
Southern	P1	45	1 197	1 078	77	1 844	1 685	122	3 041	2 763
	P2	47	1 247	1 147	61	1 538	1 432	108	2 785	2 579
	P3	46	1 222	1 129	61	1 542	1 416	107	2 764	2 545
	P4	44	1 172	1 057	58	1 447	1 357	102	2 619	2 414
	P5	44	1 184	1 088	55	1 369	1 323	99	2 553	2 411
	P6	43	1 159	1 094	47	1 188	1 094	90	2 347	2 188
	All Grades	269	7 181	6 593	359	8 928	8 307	628	16 109	14 900
Sham Shui Po	P1	98	2 837	2 831	41	1 387	1 174	139	4 224	4 005
	P2	96	3 045	3 014	37	1 273	1 073	133	4 318	4 087
	P3	95	3 131	3 016	35	1 156	1 022	130	4 287	4 038
	P4	97	2 707	2 809	35	1 167	987	132	3 874	3 796
	P5	99	2 732	2 820	34	1 181	928	133	3 913	3 748
	P6	100	2 762	2 846	30	1 074	808	130	3 836	3 654
	All Grades	585	17 214	17 336	212	7 238	5 992	797	24 452	23 328

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	P1	88	2 430	2 424	14	438	320	102	2 868	2 744
	P2	90	2 780	2 659	13	405	303	103	3 185	2 962
	P3	90	2 469	2 482	10	294	243	100	2 763	2 725
	P4	85	2 340	2 381	6	208	193	91	2 548	2 574
	P5	83	2 290	2 282	7	222	195	90	2 512	2 477
	P6	86	2 365	2 372	6	190	164	92	2 555	2 536
	All Grades	522	14 674	14 600	56	1 757	1 418	578	16 431	16 018
Kowloon City	P1	130	3 622	3 657	77	2 695	2 242	207	6 317	5 899
	P2	130	3 906	3 918	75	2 657	2 213	205	6 563	6 131
	P3	130	3 701	3 804	75	2 600	2 114	205	6 301	5 918
	P4	129	3 512	3 685	68	2 296	1 942	197	5 808	5 627
	P5	132	3 587	3 727	66	2 181	1 905	198	5 768	5 632
	P6	137	3 682	3 765	64	2 078	1 829	201	5 760	5 594
	All Grades	788	22 010	22 556	425	14 507	12 245	1 213	36 517	34 801
Wong Tai Sin	P1	99	2 425	2 244	14	493	428	113	2 918	2 672
	P2	102	2 570	2 527	14	496	456	116	3 066	2 983
	P3	107	2 720	2 667	14	493	440	121	3 213	3 107
	P4	104	2 645	2 618	14	501	454	118	3 146	3 072
	P5	101	2 570	2 601	14	501	419	115	3 071	3 020
	P6	95	2 370	2 445	14	488	417	109	2 858	2 862
	All Grades	608	15 300	15 102	84	2 972	2 614	692	18 272	17 716
Kwun Tong	P1	150	4 240	4 122	9	293	248	159	4 533	4 370
	P2	161	4 607	4 626	13	389	333	174	4 996	4 959
	P3	165	4 327	4 471	12	362	318	177	4 689	4 789
	P4	154	4 017	4 169	11	344	285	165	4 361	4 454
	P5	157	4 092	4 268	11	337	284	168	4 429	4 552
	P6	153	4 482	4 541	11	341	272	164	4 823	4 813
	All Grades	940	25 765	26 197	67	2 066	1 740	1 007	27 831	27 937
Tsuen Wan	P1	77	2 250	2 231	1	30	8	78	2 280	2 239
	P2	81	2 390	2 398	1	30	14	82	2 420	2 412
	P3	81	2 385	2 388	1	30	10	82	2 415	2 398
	P4	80	2 180	2 208	1	30	10	81	2 210	2 218
	P5	79	2 155	2 218	1	30	14	80	2 185	2 232
	P6	78	2 130	2 188	1	30	7	79	2 160	2 195
	All Grades	476	13 490	13 631	6	180	63	482	13 670	13 694

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	P1	149	3 822	3 814	5	133	103	154	3 955	3 917
	P2	153	4 286	4 259	5	133	105	158	4 419	4 364
	P3	157	4 247	4 329	5	141	115	162	4 388	4 444
	P4	157	4 002	4 114	5	141	112	162	4 143	4 226
	P5	155	3 947	4 115	4	117	84	159	4 064	4 199
	P6	162	4 152	4 049	7	174	115	169	4 326	4 164
	All Grades	933	24 456	24 680	31	839	634	964	25 295	25 314
Yuen Long	P1	194	5 165	5 037	6	220	108	200	5 385	5 145
	P2	207	5 752	5 761	6	220	119	213	5 972	5 880
	P3	206	5 783	5 795	6	225	123	212	6 008	5 918
	P4	210	5 617	5 530	6	236	141	216	5 853	5 671
	P5	208	5 535	5 526	2	60	36	210	5 595	5 562
	P6	212	5 649	5 731	2	60	37	214	5 709	5 768
	All Grades	1 237	33 501	33 380	28	1 021	564	1 265	34 522	33 944
North	P1	105	2 820	2 833	0	0	0	105	2 820	2 833
	P2	120	3 436	3 497	0	0	0	120	3 436	3 497
	P3	116	3 451	3 532	0	0	0	116	3 451	3 532
	P4	111	3 311	3 403	0	0	0	111	3 311	3 403
	P5	115	3 105	3 212	0	0	0	115	3 105	3 212
	P6	115	3 115	3 224	0	0	0	115	3 115	3 224
	All Grades	682	19 238	19 701	0	0	0	682	19 238	19 701
Tai Po	P1	84	2 170	2 178	21	581	470	105	2 751	2 648
	P2	89	2 670	2 685	20	578	446	109	3 248	3 131
	P3	78	2 574	2 599	17	516	427	95	3 090	3 026
	P4	78	2 496	2 555	16	475	373	94	2 971	2 928
	P5	79	2 340	2 393	13	376	289	92	2 716	2 682
	P6	79	2 370	2 437	12	353	279	91	2 723	2 716
	All Grades	487	14 620	14 847	99	2 879	2 284	586	17 499	17 131
Sha Tin	P1	173	5 215	4 986	18	463	457	191	5 678	5 443
	P2	183	5 724	5 635	17	448	441	200	6 172	6 076
	P3	186	5 398	5 494	17	448	447	203	5 846	5 941
	P4	180	4 795	4 977	17	452	444	197	5 247	5 421
	P5	179	4 775	4 944	17	452	439	196	5 227	5 383
	P6	177	4 725	4 885	17	456	441	194	5 181	5 326
	All Grades	1 078	30 632	30 921	103	2 719	2 669	1 181	33 351	33 590

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	112	2 895	2 697	22	537	441	134	3 432	3 138
	P2	115	2 983	2 886	17	456	380	132	3 439	3 266
	P3	113	2 908	2 776	17	456	378	130	3 364	3 154
	P4	110	2 862	2 682	14	384	308	124	3 246	2 990
	P5	103	2 614	2 473	13	361	291	116	2 975	2 764
	P6	109	2 837	2 735	13	361	293	122	3 198	3 028
	All Grades	662	17 099	16 249	96	2 555	2 091	758	19 654	18 340
Islands	P1	49	1 230	1 171	16	408	358	65	1 638	1 529
	P2	55	1 400	1 370	15	393	361	70	1 793	1 731
	P3	50	1 255	1 236	14	352	327	64	1 607	1 563
	P4	44	1 105	1 098	13	346	316	57	1 451	1 414
	P5	41	1 030	1 011	11	303	286	52	1 333	1 297
	P6	36	880	853	10	279	252	46	1 159	1 105
	All Grades	275	6 900	6 739	79	2 081	1 900	354	8 981	8 639
Kwai Tsing	P1	116	3 104	2 960	0	0	0	116	3 104	2 960
	P2	129	3 479	3 412	0	0	0	129	3 479	3 412
	P3	129	3 454	3 379	0	0	0	129	3 454	3 379
	P4	122	3 304	3 203	0	0	0	122	3 304	3 203
	P5	120	3 229	3 230	0	0	0	120	3 229	3 230
	P6	116	3 129	3 154	0	0	0	116	3 129	3 154
	All Grades	732	19 699	19 338	0	0	0	732	19 699	19 338
All Districts	P1	1 882	51 271	49 977	410	12 435	10 488	2 292	63 706	60 465
	P2	1 979	56 661	56 014	384	11 962	10 117	2 363	68 623	66 131
	P3	1 971	55 042	55 074	371	11 469	9 730	2 342	66 511	64 804
	P4	1 923	51 982	52 308	346	10 683	9 128	2 269	62 665	61 436
	P5	1 909	51 002	51 627	326	10 039	8 656	2 235	61 041	60 283
	P6	1 911	51 599	52 008	313	9 700	8 101	2 224	61 299	60 109
	All Grades	11 575	317 557	317 008	2 150	66 288	56 220	13 725	383 845	373 228

2020/21 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 385	1 346	24	843	660	75	2 228	2 006
	P2	51	1 385	1 359	25	825	674	76	2 210	2 033
	P3	51	1 530	1 468	26	856	667	77	2 386	2 135
	P4	53	1 435	1 416	24	799	634	77	2 234	2 050
	P5	53	1 435	1 330	22	721	566	75	2 156	1 896
	P6	51	1 385	1 297	21	716	538	72	2 101	1 835
	All Grades	310	8 555	8 216	142	4 760	3 739	452	13 315	11 955
Wan Chai	P1	52	1 360	1 342	33	1 115	937	85	2 475	2 279
	P2	53	1 410	1 356	34	1 156	937	87	2 566	2 293
	P3	56	1 485	1 438	34	1 174	965	90	2 659	2 403
	P4	56	1 460	1 436	31	1 055	855	87	2 515	2 291
	P5	53	1 410	1 369	28	966	745	81	2 376	2 114
	P6	54	1 435	1 340	26	1 013	746	80	2 448	2 086
	All Grades	324	8 560	8 281	186	6 479	5 185	510	15 039	13 466
Eastern	P1	108	3 026	2 784	32	947	829	140	3 973	3 613
	P2	109	3 054	2 867	23	700	605	132	3 754	3 472
	P3	115	3 346	3 176	24	733	613	139	4 079	3 789
	P4	113	3 072	2 978	28	833	703	141	3 905	3 681
	P5	112	3 072	2 930	29	812	721	141	3 884	3 651
	P6	109	2 997	2 869	29	785	663	138	3 782	3 532
	All Grades	666	18 567	17 604	164	4 810	4 134	830	23 377	21 738
Southern	P1	45	1 207	1 083	75	1 784	1 666	120	2 991	2 749
	P2	45	1 197	1 066	61	1 550	1 442	106	2 747	2 508
	P3	47	1 247	1 133	59	1 526	1 412	106	2 773	2 545
	P4	46	1 222	1 118	60	1 505	1 434	106	2 727	2 552
	P5	44	1 172	1 037	55	1 387	1 322	99	2 559	2 359
	P6	44	1 184	1 057	47	1 185	1 063	91	2 369	2 120
	All Grades	271	7 229	6 494	357	8 937	8 339	628	16 166	14 833
Sham Shui Po	P1	102	2 959	2 859	42	1 392	1 193	144	4 351	4 052
	P2	98	2 845	2 830	37	1 322	1 044	135	4 167	3 874
	P3	96	3 049	3 031	36	1 188	1 014	132	4 237	4 045
	P4	96	3 135	3 039	36	1 214	991	132	4 349	4 030
	P5	97	2 707	2 781	35	1 231	948	132	3 938	3 729
	P6	98	2 732	2 797	28	991	718	126	3 723	3 515
	All Grades	587	17 427	17 337	214	7 338	5 908	801	24 765	23 245

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	P1	87	2 452	2 398	12	389	276	99	2 841	2 674
	P2	86	2 430	2 379	12	419	317	98	2 849	2 696
	P3	90	2 780	2 614	11	384	288	101	3 164	2 902
	P4	86	2 365	2 352	10	309	239	96	2 674	2 591
	P5	85	2 340	2 333	6	212	185	91	2 552	2 518
	P6	84	2 290	2 240	7	227	192	91	2 517	2 432
	All Grades	518	14 657	14 316	58	1 940	1 497	576	16 597	15 813
Kowloon City	P1	132	3 562	3 504	79	2 705	2 210	211	6 267	5 714
	P2	129	3 622	3 587	75	2 594	2 074	204	6 216	5 661
	P3	130	3 906	3 840	77	2 654	2 091	207	6 560	5 931
	P4	130	3 701	3 744	71	2 387	1 973	201	6 088	5 717
	P5	129	3 512	3 595	66	2 135	1 815	195	5 647	5 410
	P6	132	3 587	3 612	66	2 123	1 780	198	5 710	5 392
	All Grades	782	21 890	21 882	434	14 598	11 943	1 216	36 488	33 825
Wong Tai Sin	P1	97	2 450	2 269	15	511	423	112	2 961	2 692
	P2	98	2 425	2 257	14	484	423	112	2 909	2 680
	P3	102	2 570	2 530	15	523	440	117	3 093	2 970
	P4	107	2 720	2 652	15	531	427	122	3 251	3 079
	P5	104	2 645	2 597	14	501	419	118	3 146	3 016
	P6	101	2 570	2 580	14	493	393	115	3 063	2 973
	All Grades	609	15 380	14 885	87	3 043	2 525	696	18 423	17 410
Kwun Tong	P1	151	4 268	4 070	5	183	154	156	4 451	4 224
	P2	150	4 240	4 080	13	393	325	163	4 633	4 405
	P3	161	4 607	4 623	12	368	303	173	4 975	4 926
	P4	165	4 327	4 442	11	352	276	176	4 679	4 718
	P5	154	4 017	4 169	11	343	259	165	4 360	4 428
	P6	157	4 092	4 226	11	341	273	168	4 433	4 499
	All Grades	938	25 551	25 610	64	1 980	1 590	1 002	27 531	27 200
Tsuen Wan	P1	76	2 179	2 194	1	20	12	77	2 199	2 206
	P2	76	2 250	2 220	1	20	6	77	2 270	2 226
	P3	81	2 390	2 348	1	20	16	82	2 410	2 364
	P4	81	2 385	2 352	1	20	9	82	2 405	2 361
	P5	80	2 180	2 176	1	20	4	81	2 200	2 180
	P6	79	2 155	2 183	1	20	10	80	2 175	2 193
	All Grades	473	13 539	13 473	6	120	57	479	13 659	13 530

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	P1	149	3 852	3 719	5	141	111	154	3 993	3 830
	P2	150	3 822	3 756	5	141	113	155	3 963	3 869
	P3	152	4 258	4 147	5	141	114	157	4 399	4 261
	P4	157	4 222	4 214	5	141	111	162	4 363	4 325
	P5	157	4 002	3 985	5	141	114	162	4 143	4 099
	P6	155	3 947	3 990	7	134	116	162	4 081	4 106
	All Grades	920	24 103	23 811	32	839	679	952	24 942	24 490
Yuen Long	P1	194	5 197	5 006	6	220	120	200	5 417	5 126
	P2	192	5 135	4 964	6	220	109	198	5 355	5 073
	P3	206	5 751	5 573	6	209	108	212	5 960	5 681
	P4	209	5 782	5 606	5	181	99	214	5 963	5 705
	P5	210	5 616	5 359	5	192	106	215	5 808	5 465
	P6	208	5 534	5 326	2	60	22	210	5 594	5 348
	All Grades	1 219	33 015	31 834	30	1 082	564	1 249	34 097	32 398
North	P1	103	2 725	2 622	0	0	0	103	2 725	2 622
	P2	105	2 820	2 756	0	0	0	105	2 820	2 756
	P3	120	3 408	3 401	0	0	0	120	3 408	3 401
	P4	116	3 451	3 446	0	0	0	116	3 451	3 446
	P5	113	3 311	3 329	0	0	0	113	3 311	3 329
	P6	115	3 105	3 142	0	0	0	115	3 105	3 142
	All Grades	672	18 820	18 696	0	0	0	672	18 820	18 696
Tai Po	P1	83	2 165	2 130	21	551	448	104	2 716	2 578
	P2	84	2 170	2 129	17	463	379	101	2 633	2 508
	P3	89	2 670	2 611	19	531	418	108	3 201	3 029
	P4	78	2 574	2 523	16	444	369	94	3 018	2 892
	P5	80	2 496	2 468	17	463	359	97	2 959	2 827
	P6	79	2 340	2 320	14	378	285	93	2 718	2 605
	All Grades	493	14 415	14 181	104	2 830	2 258	597	17 245	16 439
Sha Tin	P1	179	5 174	4 935	18	463	450	197	5 637	5 385
	P2	173	5 215	4 968	17	448	441	190	5 663	5 409
	P3	182	5 724	5 547	17	448	441	199	6 172	5 988
	P4	187	5 398	5 421	17	452	438	204	5 850	5 859
	P5	180	4 770	4 881	17	452	431	197	5 222	5 312
	P6	179	4 775	4 833	16	431	430	195	5 206	5 263
	All Grades	1 080	31 056	30 585	102	2 694	2 631	1 182	33 750	33 216

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	114	2 970	2 723	23	563	450	137	3 533	3 173
	P2	111	2 895	2 652	18	467	390	129	3 362	3 042
	P3	115	2 983	2 825	18	475	386	133	3 458	3 211
	P4	117	3 012	2 818	18	495	370	135	3 507	3 188
	P5	104	2 664	2 448	15	423	304	119	3 087	2 752
	P6	109	2 812	2 608	14	407	291	123	3 219	2 899
	All Grades	670	17 336	16 074	106	2 830	2 191	776	20 166	18 265
Islands	P1	47	1 205	1 101	16	399	348	63	1 604	1 449
	P2	48	1 205	1 167	14	353	284	62	1 558	1 451
	P3	54	1 375	1 342	14	382	320	68	1 757	1 662
	P4	50	1 255	1 207	12	327	284	62	1 582	1 491
	P5	44	1 105	1 066	13	339	292	57	1 444	1 358
	P6	41	1 030	992	10	275	248	51	1 305	1 240
	All Grades	284	7 175	6 875	78	2 075	1 776	362	9 250	8 651
Kwai Tsing	P1	119	3 204	3 055	0	0	0	119	3 204	3 055
	P2	115	3 104	2 960	0	0	0	115	3 104	2 960
	P3	129	3 479	3 360	0	0	0	129	3 479	3 360
	P4	128	3 429	3 327	0	0	0	128	3 429	3 327
	P5	122	3 304	3 188	0	0	0	122	3 304	3 188
	P6	120	3 229	3 197	0	0	0	120	3 229	3 197
	All Grades	733	19 749	19 087	0	0	0	733	19 749	19 087
All Districts	P1	1 889	51 340	49 140	406	12 226	10 287	2 295	63 566	59 427
	P2	1 873	51 224	49 353	372	11 555	9 563	2 245	62 779	58 916
	P3	1 976	56 558	55 007	375	11 612	9 596	2 351	68 170	64 603
	P4	1 975	54 945	54 091	360	11 045	9 212	2 335	65 990	63 303
	P5	1 921	51 758	51 041	339	10 338	8 590	2 260	62 096	59 631
	P6	1 915	51 199	50 609	312	9 579	7 768	2 227	60 778	58 377
	All Grades	11 549	317 024	309 241	2 164	66 355	55 016	13 713	383 379	364 257

2021/22 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	50	1 360	1 224	25	688	566	75	2 048	1 790
	P2	51	1 385	1 263	25	764	648	76	2 149	1 911
	P3	51	1 385	1 275	24	710	587	75	2 095	1 862
	P4	51	1 530	1 358	24	735	587	75	2 265	1 945
	P5	53	1 435	1 306	22	636	509	75	2 071	1 815
	P6	53	1 410	1 221	21	614	456	74	2 024	1 677
	All Grades	309	8 505	7 647	141	4 147	3 353	450	12 652	11 000
Wan Chai	P1	51	1 385	1 283	33	1 128	946	84	2 513	2 229
	P2	52	1 360	1 300	31	1 023	886	83	2 383	2 186
	P3	53	1 410	1 324	31	999	848	84	2 409	2 172
	P4	56	1 485	1 400	29	910	813	85	2 395	2 213
	P5	55	1 435	1 349	29	903	748	84	2 338	2 097
	P6	53	1 410	1 253	25	829	637	78	2 239	1 890
	All Grades	320	8 485	7 909	178	5 792	4 878	498	14 277	12 787
Eastern	P1	104	2 847	2 619	30	871	769	134	3 718	3 388
	P2	108	2 976	2 676	25	728	637	133	3 704	3 313
	P3	109	3 054	2 755	24	714	603	133	3 768	3 358
	P4	114	3 346	3 041	28	792	686	142	4 138	3 727
	P5	112	3 047	2 817	28	797	701	140	3 844	3 518
	P6	112	3 072	2 783	28	785	686	140	3 857	3 469
	All Grades	659	18 342	16 691	163	4 687	4 082	822	23 029	20 773
Southern	P1	43	1 087	997	76	1 781	1 686	119	2 868	2 683
	P2	44	1 182	1 032	61	1 523	1 453	105	2 705	2 485
	P3	44	1 172	1 041	59	1 468	1 416	103	2 640	2 457
	P4	47	1 247	1 079	59	1 474	1 413	106	2 721	2 492
	P5	46	1 222	1 062	59	1 491	1 416	105	2 713	2 478
	P6	44	1 172	979	48	1 183	1 092	92	2 355	2 071
	All Grades	268	7 082	6 190	363	8 920	8 476	631	16 002	14 666
Sham Shui Po	P1	97	2 856	2 711	41	1 256	1 047	138	4 112	3 758
	P2	102	2 953	2 856	38	1 235	1 021	140	4 188	3 877
	P3	98	2 839	2 811	37	1 206	964	135	4 045	3 775
	P4	96	3 043	2 988	36	1 151	961	132	4 194	3 949
	P5	96	3 129	2 972	37	1 172	923	133	4 301	3 895
	P6	97	2 701	2 704	30	953	715	127	3 654	3 419
	All Grades	586	17 521	17 042	219	6 973	5 631	805	24 494	22 673

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	P1	84	2 293	2 267	13	378	279	97	2 671	2 546
	P2	86	2 425	2 315	11	336	278	97	2 761	2 593
	P3	86	2 428	2 292	11	358	289	97	2 786	2 581
	P4	85	2 650	2 381	11	348	278	96	2 998	2 659
	P5	87	2 365	2 223	8	264	213	95	2 629	2 436
	P6	85	2 340	2 208	6	222	172	91	2 562	2 380
	All Grades	513	14 501	13 686	60	1 906	1 509	573	16 407	15 195
Kowloon City	P1	130	3 512	3 404	83	2 452	2 188	213	5 964	5 592
	P2	130	3 537	3 392	73	2 227	1 968	203	5 764	5 360
	P3	129	3 622	3 426	75	2 289	1 940	204	5 911	5 366
	P4	130	3 906	3 656	72	2 142	1 930	202	6 048	5 586
	P5	130	3 701	3 483	68	2 026	1 751	198	5 727	5 234
	P6	127	3 512	3 353	64	1 946	1 607	191	5 458	4 960
	All Grades	776	21 790	20 714	435	13 082	11 384	1 211	34 872	32 098
Wong Tai Sin	P1	94	2 300	2 085	13	465	379	107	2 765	2 464
	P2	98	2 450	2 220	14	500	397	112	2 950	2 617
	P3	97	2 425	2 239	14	490	401	111	2 915	2 640
	P4	102	2 570	2 468	14	490	416	116	3 060	2 884
	P5	107	2 720	2 569	13	455	397	120	3 175	2 966
	P6	104	2 645	2 497	14	460	368	118	3 105	2 865
	All Grades	602	15 110	14 078	82	2 860	2 358	684	17 970	16 436
Kwun Tong	P1	149	3 934	3 829	8	247	231	157	4 181	4 060
	P2	151	4 268	4 010	13	344	292	164	4 612	4 302
	P3	150	4 240	4 002	12	343	313	162	4 583	4 315
	P4	161	4 607	4 503	11	317	284	172	4 924	4 787
	P5	165	4 327	4 350	11	298	256	176	4 625	4 606
	P6	154	4 017	4 063	11	318	269	165	4 335	4 332
	All Grades	930	25 393	24 757	67	1 867	1 645	997	27 260	26 402
Tsuen Wan	P1	76	2 080	2 026	1	10	8	77	2 090	2 034
	P2	76	2 154	2 144	1	16	14	77	2 170	2 158
	P3	76	2 250	2 130	1	8	6	77	2 258	2 136
	P4	81	2 390	2 244	1	18	15	82	2 408	2 259
	P5	81	2 385	2 234	1	9	7	82	2 394	2 241
	P6	80	2 180	2 074	1	8	5	81	2 188	2 079
	All Grades	470	13 439	12 852	6	69	55	476	13 508	12 907

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	P1	145	3 747	3 537	5	116	109	150	3 863	3 646
	P2	150	3 802	3 568	5	116	114	155	3 918	3 682
	P3	149	3 822	3 647	5	116	115	154	3 938	3 762
	P4	151	4 258	3 948	5	116	113	156	4 374	4 061
	P5	156	4 222	4 027	5	116	115	161	4 338	4 142
	P6	157	4 002	3 773	7	150	142	164	4 152	3 915
	All Grades	908	23 853	22 500	32	730	708	940	24 583	23 208
Yuen Long	P1	188	4 960	4 739	6	144	88	194	5 104	4 827
	P2	194	5 197	4 927	6	140	105	200	5 337	5 032
	P3	191	5 135	4 798	6	140	95	197	5 275	4 893
	P4	209	5 721	5 374	5	115	89	214	5 836	5 463
	P5	209	5 727	5 387	5	115	86	214	5 842	5 473
	P6	209	5 566	5 144	5	115	89	214	5 681	5 233
	All Grades	1 200	32 306	30 369	33	769	552	1 233	33 075	30 921
North	P1	102	2 575	2 407	0	0	0	102	2 575	2 407
	P2	103	2 775	2 572	0	0	0	103	2 775	2 572
	P3	106	2 845	2 687	0	0	0	106	2 845	2 687
	P4	120	3 458	3 297	0	0	0	120	3 458	3 297
	P5	116	3 501	3 353	0	0	0	116	3 501	3 353
	P6	114	3 361	3 166	0	0	0	114	3 361	3 166
	All Grades	661	18 515	17 482	0	0	0	661	18 515	17 482
Tai Po	P1	78	2 010	1 970	20	548	420	98	2 558	2 390
	P2	83	2 115	2 061	17	473	412	100	2 588	2 473
	P3	83	2 145	2 032	16	459	364	99	2 604	2 396
	P4	89	2 670	2 475	17	495	376	106	3 165	2 851
	P5	78	2 574	2 371	16	468	338	94	3 042	2 709
	P6	80	2 496	2 313	17	494	345	97	2 990	2 658
	All Grades	491	14 010	13 222	103	2 937	2 255	594	16 947	15 477
Sha Tin	P1	174	4 805	4 607	17	448	447	191	5 253	5 054
	P2	178	5 146	4 815	17	448	444	195	5 594	5 259
	P3	173	5 215	4 924	17	448	442	190	5 663	5 366
	P4	182	5 724	5 388	17	452	443	199	6 176	5 831
	P5	187	5 398	5 234	17	452	437	204	5 850	5 671
	P6	180	4 770	4 646	16	431	429	196	5 201	5 075
	All Grades	1 074	31 058	29 614	101	2 679	2 642	1 175	33 737	32 256

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	108	2 795	2 468	24	539	497	132	3 334	2 965
	P2	114	2 970	2 634	20	476	432	134	3 446	3 066
	P3	111	2 883	2 537	18	431	391	129	3 314	2 928
	P4	120	3 115	2 825	19	434	403	139	3 549	3 228
	P5	109	2 792	2 497	17	411	377	126	3 203	2 874
	P6	110	2 865	2 502	15	349	276	125	3 214	2 778
	All Grades	672	17 420	15 463	113	2 640	2 376	785	20 060	17 839
Islands	P1	45	1 100	999	15	375	310	60	1 475	1 309
	P2	47	1 205	1 099	12	315	296	59	1 520	1 395
	P3	48	1 205	1 128	12	322	280	60	1 527	1 408
	P4	54	1 375	1 306	12	317	265	66	1 692	1 571
	P5	49	1 230	1 160	13	328	277	62	1 558	1 437
	P6	44	1 105	1 019	11	292	263	55	1 397	1 282
	All Grades	287	7 220	6 711	76	1 949	1 691	363	9 169	8 402
Kwai Tsing	P1	116	3 129	2 977	0	0	0	116	3 129	2 977
	P2	119	3 204	2 992	0	0	0	119	3 204	2 992
	P3	115	3 104	2 935	0	0	0	115	3 104	2 935
	P4	129	3 454	3 269	0	0	0	129	3 454	3 269
	P5	128	3 404	3 213	0	0	0	128	3 404	3 213
	P6	122	3 304	3 086	0	0	0	122	3 304	3 086
	All Grades	729	19 599	18 472	0	0	0	729	19 599	18 472
All Districts	P1	1 834	48 775	46 149	411	11 446	9 970	2 245	60 221	56 119
	P2	1 886	51 104	47 876	369	10 664	9 397	2 255	61 768	57 273
	P3	1 869	51 179	47 983	363	10 501	9 054	2 232	61 680	57 037
	P4	1 977	56 549	53 000	360	10 306	9 072	2 337	66 855	62 072
	P5	1 964	54 614	51 607	348	9 941	8 551	2 312	64 555	60 158
	P6	1 925	51 928	48 784	319	9 149	7 551	2 244	61 077	56 335
	All Grades	11 455	314 149	295 399	2 172	62 007	53 595	13 627	376 156	348 994

Notes –

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools.
- (3) Figures on operating classes in a very small number of non-public sector schools involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, a combined class is treated as one class. When counting the number of classes broken down by grade, a combined class is split into different classes in proportion to the number of students from each grade and the numbers are rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
- (4) Figures on places refer to the planned number of school places offered by the schools concerned.
- (5) School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

**Numbers of operating classes, places and students of secondary day schools
by district, grade and sector from the 2017/18 to 2021/22 school years**

2017/18 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	47	1 505	1 439	11	329	278	58	1 834	1 717
	S2	47	1 505	1 409	11	329	288	58	1 834	1 697
	S3	46	1 538	1 367	10	292	244	56	1 830	1 611
	S4	49	1 547	1 340	10	292	255	59	1 839	1 595
	S5	49	1 601	1 328	10	292	233	59	1 893	1 561
	S6	49	1 625	1 257	10	319	225	59	1 944	1 482
	S7	0	0	0	10	319	191	10	319	191
	All Grades	287	9 321	8 140	72	2 172	1 714	359	11 493	9 854
Wan Chai	S1	64	2 164	1 966	8	200	201	72	2 364	2 167
	S2	64	2 164	1 841	8	200	194	72	2 364	2 035
	S3	63	2 164	1 831	8	200	165	71	2 364	1 996
	S4	66	2 282	1 818	8	200	181	74	2 482	1 999
	S5	68	2 400	1 780	7	175	159	75	2 575	1 939
	S6	70	2 540	1 771	8	200	146	78	2 740	1 917
	S7	0	0	0	8	200	136	8	200	136
	All Grades	395	13 714	11 007	55	1 375	1 182	450	15 089	12 189
Eastern	S1	111	3 605	3 075	19	507	456	130	4 112	3 531
	S2	114	3 701	3 036	19	507	419	133	4 208	3 455
	S3	112	3 637	3 028	19	528	362	131	4 165	3 390
	S4	118	3 855	3 194	15	403	229	133	4 258	3 423
	S5	119	3 936	3 083	16	416	281	135	4 352	3 364
	S6	124	4 253	3 191	15	400	288	139	4 653	3 479
	S7	0	0	0	10	230	167	10	230	167
	All Grades	698	22 987	18 607	113	2 991	2 202	811	25 978	20 809
Southern	S1	57	1 796	1 528	46	1 250	1 164	103	3 046	2 692
	S2	56	1 764	1 429	46	1 252	1 133	102	3 016	2 562
	S3	56	1 796	1 431	45	1 154	1 050	101	2 950	2 481
	S4	61	1 838	1 431	43	1 077	965	104	2 915	2 396
	S5	62	1 982	1 457	42	1 018	916	104	3 000	2 373
	S6	64	2 144	1 455	42	986	807	106	3 130	2 262
	S7	0	0	0	38	885	781	38	885	781
	All Grades	356	11 320	8 731	302	7 622	6 816	658	18 942	15 547
Sham Shui Po	S1	115	3 785	3 484	13	347	296	128	4 132	3 780
	S2	114	3 793	3 484	12	324	259	126	4 117	3 743
	S3	113	3 760	3 441	11	299	241	124	4 059	3 682
	S4	107	3 693	3 346	10	303	213	117	3 996	3 559
	S5	108	3 749	3 296	10	304	217	118	4 053	3 513
	S6	109	3 837	3 197	8	232	174	117	4 069	3 371
	S7	0	0	0	4	130	100	4	130	100
	All Grades	666	22 617	20 248	68	1 939	1 500	734	24 556	21 748

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	S1	73	2 329	2 058	0	0	0	73	2 329	2 058
	S2	72	2 326	2 098	0	0	0	72	2 326	2 098
	S3	72	2 361	2 079	0	0	0	72	2 361	2 079
	S4	81	2 743	2 325	1	20	4	82	2 763	2 329
	S5	80	2 760	2 250	2	54	7	82	2 814	2 257
	S6	82	2 937	2 312	3	66	15	85	3 003	2 327
	S7	0	0	0	0	0	0	0	0	0
	All Grades	460	15 456	13 122	6	140	26	466	15 596	13 148
Kowloon City	S1	145	4 886	4 472	24	672	588	169	5 558	5 060
	S2	144	4 813	4 328	25	698	568	169	5 511	4 896
	S3	144	4 845	4 309	23	633	543	167	5 478	4 852
	S4	154	5 155	4 460	21	533	499	175	5 688	4 959
	S5	160	5 308	4 258	25	633	538	185	5 941	4 796
	S6	164	5 469	4 168	27	522	478	191	5 991	4 646
	S7	0	0	0	20	344	348	20	344	348
	All Grades	911	30 476	25 995	165	4 035	3 562	1 076	34 511	29 557
Wong Tai Sin	S1	94	3 000	2 802	4	144	114	98	3 144	2 916
	S2	95	3 032	2 747	4	144	104	99	3 176	2 851
	S3	95	3 032	2 786	3	108	98	98	3 140	2 884
	S4	100	3 186	2 814	3	108	93	103	3 294	2 907
	S5	104	3 310	2 792	3	108	55	107	3 418	2 847
	S6	102	3 528	2 858	3	108	62	105	3 636	2 920
	S7	0	0	0	0	0	0	0	0	0
	All Grades	590	19 088	16 799	20	720	526	610	19 808	17 325
Kwun Tong	S1	139	4 445	4 032	8	212	201	147	4 657	4 233
	S2	139	4 486	4 167	7	188	169	146	4 674	4 336
	S3	142	4 602	4 196	6	140	118	148	4 742	4 314
	S4	145	4 680	4 228	5	116	95	150	4 796	4 323
	S5	145	4 790	4 214	4	68	61	149	4 858	4 275
	S6	149	5 065	4 232	4	68	55	153	5 133	4 287
	S7	0	0	0	4	68	54	4	68	54
	All Grades	859	28 068	25 069	38	860	753	897	28 928	25 822
Tsuen Wan	S1	51	1 660	1 563	0	0	0	51	1 660	1 563
	S2	52	1 660	1 602	0	0	0	52	1 660	1 602
	S3	52	1 692	1 625	0	0	0	52	1 692	1 625
	S4	57	1 740	1 644	0	0	0	57	1 740	1 644
	S5	58	1 788	1 639	0	0	0	58	1 788	1 639
	S6	58	1 872	1 618	0	0	0	58	1 872	1 618
	S7	0	0	0	0	0	0	0	0	0
	All Grades	328	10 412	9 691	0	0	0	328	10 412	9 691

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	S1	131	4 076	3 510	6	120	121	137	4 196	3 631
	S2	130	3 980	3 278	6	102	99	136	4 082	3 377
	S3	131	4 140	3 323	7	91	93	138	4 231	3 416
	S4	135	4 303	3 526	7	98	95	142	4 401	3 621
	S5	146	4 604	3 605	6	72	72	152	4 676	3 677
	S6	148	4 912	3 802	7	84	85	155	4 996	3 887
	S7	0	0	0	7	63	62	7	63	62
	All Grades	821	26 015	21 044	46	630	627	867	26 645	21 671
Yuen Long	S1	159	5 068	4 644	0	0	0	159	5 068	4 644
	S2	158	5 020	4 436	0	0	0	158	5 020	4 436
	S3	161	5 070	4 549	0	0	0	161	5 070	4 549
	S4	164	5 345	4 654	0	0	0	164	5 345	4 654
	S5	168	5 452	4 657	1	45	14	169	5 497	4 671
	S6	178	5 676	4 645	3	135	66	181	5 811	4 711
	S7	0	0	0	0	0	0	0	0	0
	All Grades	988	31 631	27 585	4	180	80	992	31 811	27 665
North	S1	82	2 614	2 529	3	69	65	85	2 683	2 594
	S2	82	2 647	2 517	3	60	57	85	2 707	2 574
	S3	80	2 612	2 504	2	46	44	82	2 658	2 548
	S4	83	2 721	2 558	3	60	42	86	2 781	2 600
	S5	86	2 760	2 429	3	57	44	89	2 817	2 473
	S6	88	2 869	2 396	3	57	37	91	2 926	2 433
	S7	0	0	0	1	23	21	1	23	21
	All Grades	501	16 223	14 933	18	372	310	519	16 595	15 243
Tai Po	S1	78	2 508	2 267	1	24	6	79	2 532	2 273
	S2	77	2 476	2 073	0	0	0	77	2 476	2 073
	S3	76	2 436	2 055	0	0	0	76	2 436	2 055
	S4	79	2 575	2 079	0	0	0	79	2 575	2 079
	S5	80	2 642	2 114	0	0	0	80	2 642	2 114
	S6	80	2 740	2 102	0	0	0	80	2 740	2 102
	S7	0	0	0	0	0	0	0	0	0
	All Grades	470	15 377	12 690	1	24	6	471	15 401	12 696
Sha Tin	S1	177	5 561	5 101	21	466	445	198	6 027	5 546
	S2	177	5 561	4 887	20	450	435	197	6 011	5 322
	S3	175	5 529	4 778	20	482	420	195	6 011	5 198
	S4	183	5 783	4 866	20	434	427	203	6 217	5 293
	S5	194	6 151	4 996	20	434	420	214	6 585	5 416
	S6	194	6 461	5 011	20	434	407	214	6 895	5 418
	S7	0	0	0	20	434	362	20	434	362
	All Grades	1 100	35 046	29 639	141	3 134	2 916	1 241	38 180	32 555

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	106	3 401	2 930	3	91	63	109	3 492	2 993
	S2	105	3 368	2 819	3	91	63	108	3 459	2 882
	S3	104	3 368	2 878	3	91	63	107	3 459	2 941
	S4	108	3 554	2 925	3	69	61	111	3 623	2 986
	S5	112	3 700	2 906	3	69	53	115	3 769	2 959
	S6	116	3 899	3 001	3	69	52	119	3 968	3 053
	S7	0	0	0	1	22	35	1	22	35
	All Grades	651	21 290	17 459	19	502	390	670	21 792	17 849
Islands	S1	33	989	804	7	195	205	40	1 184	1 009
	S2	33	989	804	7	195	186	40	1 184	990
	S3	33	989	825	11	234	192	44	1 223	1 017
	S4	36	1 141	904	8	204	149	44	1 345	1 053
	S5	35	1 112	861	7	177	152	42	1 289	1 013
	S6	36	1 157	916	6	158	114	42	1 315	1 030
	S7	0	0	0	4	120	91	4	120	91
	All Grades	206	6 377	5 114	50	1 283	1 089	256	7 660	6 203
Kwai Tsing	S1	121	3 776	3 438	0	0	0	121	3 776	3 438
	S2	120	3 808	3 485	0	0	0	120	3 808	3 485
	S3	120	3 808	3 469	0	0	0	120	3 808	3 469
	S4	124	3 927	3 549	0	0	0	124	3 927	3 549
	S5	130	4 114	3 565	0	0	0	130	4 114	3 565
	S6	133	4 356	3 726	0	0	0	133	4 356	3 726
	S7	0	0	0	0	0	0	0	0	0
	All Grades	748	23 789	21 232	0	0	0	748	23 789	21 232
All Districts	S1	1 783	57 168	51 642	174	4 626	4 203	1 957	61 794	55 845
	S2	1 779	57 093	50 440	171	4 540	3 974	1 950	61 633	54 414
	S3	1 775	57 379	50 474	168	4 298	3 633	1 943	61 677	54 107
	S4	1 850	60 068	51 661	157	3 917	3 308	2 007	63 985	54 969
	S5	1 904	62 159	51 230	159	3 922	3 222	2 063	66 081	54 452
	S6	1 944	65 340	51 658	162	3 838	3 011	2 106	69 178	54 669
	S7	0	0	0	127	2 838	2 348	127	2 838	2 348
	All Grades	11 035	359 207	307 105	1 118	27 979	23 699	12 153	387 186	330 804

2018/19 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	47	1 538	1 483	5	137	106	52	1 675	1 589
	S2	47	1 505	1 387	4	109	102	51	1 614	1 489
	S3	46	1 505	1 379	4	100	90	50	1 605	1 469
	S4	49	1 530	1 315	4	100	83	53	1 630	1 398
	S5	49	1 549	1 249	4	100	77	53	1 649	1 326
	S6	49	1 604	1 231	4	127	76	53	1 731	1 307
	S7	0	0	0	4	127	75	4	127	75
	All Grades	287	9 231	8 044	29	800	609	316	10 031	8 653
Wan Chai	S1	64	2 164	1 952	8	230	196	72	2 394	2 148
	S2	64	2 164	1 919	7	195	183	71	2 359	2 102
	S3	63	2 164	1 779	7	195	158	70	2 359	1 937
	S4	66	2 246	1 794	7	175	152	73	2 421	1 946
	S5	68	2 366	1 679	7	175	167	75	2 541	1 846
	S6	68	2 400	1 678	7	175	134	75	2 575	1 812
	S7	0	0	0	7	175	139	7	175	139
	All Grades	393	13 504	10 801	50	1 320	1 129	443	14 824	11 930
Eastern	S1	114	3 701	3 162	19	483	419	133	4 184	3 581
	S2	110	3 605	3 022	16	426	372	126	4 031	3 394
	S3	114	3 701	3 029	16	432	332	130	4 133	3 361
	S4	115	3 637	3 005	11	275	202	126	3 912	3 207
	S5	116	3 855	2 981	16	428	279	132	4 283	3 260
	S6	117	3 936	2 892	15	404	296	132	4 340	3 188
	S7	0	0	0	8	180	135	8	180	135
	All Grades	686	22 435	18 091	101	2 628	2 035	787	25 063	20 126
Southern	S1	57	1 796	1 533	47	1 324	1 234	104	3 120	2 767
	S2	57	1 796	1 481	48	1 304	1 177	105	3 100	2 658
	S3	56	1 764	1 416	45	1 203	1 111	101	2 967	2 527
	S4	59	1 796	1 389	45	1 155	965	104	2 951	2 354
	S5	61	1 838	1 327	42	1 075	920	103	2 913	2 247
	S6	62	1 982	1 381	42	1 011	906	104	2 993	2 287
	S7	0	0	0	40	972	768	40	972	768
	All Grades	352	10 972	8 527	309	8 044	7 081	661	19 016	15 608
Sham Shui Po	S1	115	3 754	3 535	14	376	325	129	4 130	3 860
	S2	115	3 778	3 500	13	348	287	128	4 126	3 787
	S3	112	3 767	3 457	11	301	223	123	4 068	3 680
	S4	107	3 604	3 189	10	302	202	117	3 906	3 391
	S5	107	3 666	3 178	10	303	197	117	3 969	3 375
	S6	108	3 719	3 096	7	200	170	115	3 919	3 266
	S7	0	0	0	4	130	97	4	130	97
	All Grades	664	22 288	19 955	69	1 960	1 501	733	24 248	21 456

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	S1	72	2 323	2 082	1	15	11	73	2 338	2 093
	S2	71	2 322	2 037	1	15	7	72	2 337	2 044
	S3	72	2 324	2 068	0	0	0	72	2 324	2 068
	S4	77	2 546	2 191	1	20	2	78	2 566	2 193
	S5	81	2 738	2 168	3	59	8	84	2 797	2 176
	S6	80	2 760	2 135	5	118	44	85	2 878	2 179
	S7	0	0	0	0	0	0	0	0	0
	All Grades	453	15 013	12 681	11	227	72	464	15 240	12 753
Kowloon City	S1	145	4 857	4 551	25	695	640	170	5 552	5 191
	S2	145	4 857	4 443	25	702	637	170	5 559	5 080
	S3	144	4 785	4 292	25	683	549	169	5 468	4 841
	S4	154	5 087	4 329	22	558	531	176	5 645	4 860
	S5	156	5 181	4 122	23	583	489	179	5 764	4 611
	S6	159	5 240	3 903	27	522	485	186	5 762	4 388
	S7	0	0	0	21	364	342	21	364	342
	All Grades	903	30 007	25 640	168	4 107	3 673	1 071	34 114	29 313
Wong Tai Sin	S1	97	3 064	2 923	4	140	115	101	3 204	3 038
	S2	94	3 000	2 789	4	140	115	98	3 140	2 904
	S3	95	3 032	2 699	3	105	91	98	3 137	2 790
	S4	98	3 032	2 730	3	105	86	101	3 137	2 816
	S5	100	3 186	2 616	3	105	90	103	3 291	2 706
	S6	102	3 310	2 612	3	105	49	105	3 415	2 661
	S7	0	0	0	0	0	0	0	0	0
	All Grades	586	18 624	16 369	20	700	546	606	19 324	16 915
Kwun Tong	S1	139	4 433	4 088	10	276	233	149	4 709	4 321
	S2	138	4 423	4 092	9	251	200	147	4 674	4 292
	S3	141	4 516	4 159	7	180	129	148	4 696	4 288
	S4	146	4 611	4 124	6	140	105	152	4 751	4 229
	S5	145	4 681	4 073	5	92	91	150	4 773	4 164
	S6	145	4 769	4 014	4	68	59	149	4 837	4 073
	S7	0	0	0	4	68	58	4	68	58
	All Grades	854	27 433	24 550	45	1 075	875	899	28 508	25 425
Tsuen Wan	S1	51	1 660	1 539	0	0	0	51	1 660	1 539
	S2	51	1 660	1 586	0	0	0	51	1 660	1 586
	S3	51	1 660	1 584	0	0	0	51	1 660	1 584
	S4	56	1 692	1 572	0	0	0	56	1 692	1 572
	S5	57	1 740	1 569	0	0	0	57	1 740	1 569
	S6	58	1 788	1 533	0	0	0	58	1 788	1 533
	S7	0	0	0	0	0	0	0	0	0
	All Grades	324	10 200	9 383	0	0	0	324	10 200	9 383

Annex 1 (cont'd)

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	S1	135	4 172	3 782	6	120	122	141	4 292	3 904
	S2	130	4 076	3 499	6	120	121	136	4 196	3 620
	S3	129	3 980	3 279	8	96	97	137	4 076	3 376
	S4	134	4 140	3 282	8	96	98	142	4 236	3 380
	S5	135	4 303	3 305	7	91	89	142	4 394	3 394
	S6	144	4 604	3 389	8	80	79	152	4 684	3 468
	S7	0	0	0	8	88	84	8	88	84
	All Grades	807	25 275	20 536	51	691	690	858	25 966	21 226
Yuen Long	S1	166	5 142	4 878	0	0	0	166	5 142	4 878
	S2	160	5 118	4 617	0	0	0	160	5 118	4 617
	S3	157	5 033	4 373	0	0	0	157	5 033	4 373
	S4	162	5 141	4 445	0	0	0	162	5 141	4 445
	S5	164	5 319	4 377	1	45	10	165	5 364	4 387
	S6	170	5 426	4 436	2	90	61	172	5 516	4 497
	S7	0	0	0	0	0	0	0	0	0
	All Grades	979	31 179	27 126	3	135	71	982	31 314	27 197
North	S1	99	3 175	2 966	3	60	53	102	3 235	3 019
	S2	82	2 614	2 529	3	69	64	85	2 683	2 593
	S3	81	2 647	2 500	3	60	53	84	2 707	2 553
	S4	82	2 614	2 437	2	46	45	84	2 660	2 482
	S5	83	2 721	2 435	3	60	41	86	2 781	2 476
	S6	86	2 760	2 257	2	20	20	88	2 780	2 277
	S7	0	0	0	2	26	23	2	26	23
	All Grades	513	16 531	15 124	18	341	299	531	16 872	15 423
Tai Po	S1	81	2 604	2 379	4	96	71	85	2 700	2 450
	S2	77	2 508	2 248	3	72	32	80	2 580	2 280
	S3	77	2 476	2 054	0	0	0	77	2 476	2 054
	S4	76	2 436	2 005	0	0	0	76	2 436	2 005
	S5	79	2 575	1 957	0	0	0	79	2 575	1 957
	S6	80	2 642	1 971	0	0	0	80	2 642	1 971
	S7	0	0	0	0	0	0	0	0	0
	All Grades	470	15 241	12 614	7	168	103	477	15 409	12 717
Sha Tin	S1	178	5 545	5 224	27	658	639	205	6 203	5 863
	S2	177	5 545	5 034	26	642	637	203	6 187	5 671
	S3	175	5 545	4 837	26	642	617	201	6 187	5 454
	S4	182	5 558	4 682	26	626	584	208	6 184	5 266
	S5	189	5 893	4 573	26	626	576	215	6 519	5 149
	S6	195	6 162	4 640	26	626	539	221	6 788	5 179
	S7	0	0	0	26	626	538	26	626	538
	All Grades	1 096	34 248	28 990	183	4 446	4 130	1 279	38 694	33 120

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	109	3 479	3 237	6	186	134	115	3 665	3 371
	S2	105	3 399	2 889	6	186	132	111	3 585	3 021
	S3	104	3 358	2 741	5	139	108	109	3 497	2 849
	S4	108	3 448	2 801	3	89	61	111	3 537	2 862
	S5	109	3 522	2 703	3	89	53	112	3 611	2 756
	S6	111	3 628	2 743	2	67	37	113	3 695	2 780
	S7	0	0	0	2	44	39	2	44	39
	All Grades	646	20 834	17 114	27	800	564	673	21 634	17 678
Islands	S1	34	936	811	8	220	213	42	1 156	1 024
	S2	33	968	819	7	195	200	40	1 163	1 019
	S3	33	968	793	10	248	177	43	1 216	970
	S4	33	1 047	845	7	185	153	40	1 232	998
	S5	36	1 146	829	7	185	134	43	1 331	963
	S6	35	1 141	830	6	160	124	41	1 301	954
	S7	0	0	0	5	145	93	5	145	93
	All Grades	204	6 206	4 927	50	1 338	1094	254	7 544	6 021
Kwai Tsing	S1	121	3 808	3 504	0	0	0	121	3 808	3 504
	S2	120	3 776	3 446	0	0	0	120	3 776	3 446
	S3	120	3 808	3 463	0	0	0	120	3 808	3 463
	S4	123	3 808	3 389	0	0	0	123	3 808	3 389
	S5	123	3 927	3 366	0	0	0	123	3 927	3 366
	S6	130	4 114	3 386	0	0	0	130	4 114	3 386
	S7	0	0	0	0	0	0	0	0	0
	All Grades	737	23 241	20 554	0	0	0	737	23 241	20 554
All Districts	S1	1 824	58 151	53 629	187	5 016	4 511	2 011	63 167	58 140
	S2	1 776	57 114	51 337	178	4 774	4 266	1 954	61 888	55 603
	S3	1 770	57 033	49 902	170	4 384	3 735	1 940	61 417	53 637
	S4	1 827	57 973	49 524	155	3 872	3 269	1 982	61 845	52 793
	S5	1 858	60 206	48 507	160	4 016	3 221	2 018	64 222	51 728
	S6	1 899	61 985	48 127	160	3 773	3 079	2 059	65 758	51 206
	S7	0	0	0	131	2 945	2 391	131	2 945	2 391
	All Grades	10 954	352 462	301 026	1 141	28 780	24 472	12 095	381 242	325 498

2019/20 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	52	1 734	1 675	10	301	292	62	2 035	1 967
	S2	52	1 703	1 621	10	301	295	62	2 004	1 916
	S3	51	1 670	1 478	10	292	276	61	1 962	1 754
	S4	54	1 661	1 468	10	292	252	64	1 953	1 720
	S5	54	1 694	1 376	10	292	220	64	1 986	1 596
	S6	54	1 718	1 294	12	319	215	66	2 037	1 509
	S7	0	0	0	10	319	209	10	319	209
	All Grades	317	10 180	8 912	72	2116	1759	389	12 296	10 671
Wan Chai	S1	65	2 235	2 044	8	215	204	73	2 450	2 248
	S2	64	2 164	1 894	8	215	181	72	2 379	2 075
	S3	63	2 164	1 868	7	185	166	70	2 349	2 034
	S4	66	2 244	1 729	5	125	112	71	2 369	1 841
	S5	68	2 324	1 668	6	150	141	74	2 474	1 809
	S6	69	2 398	1 621	7	175	134	76	2 573	1 755
	S7	0	0	0	7	175	127	7	175	127
	All Grades	395	13 529	10 824	48	1 240	1 065	443	14 769	11 889
Eastern	S1	114	3 756	3 424	20	529	474	134	4 285	3 898
	S2	112	3 701	3 165	19	502	464	131	4 203	3 629
	S3	110	3 605	3 038	17	465	346	127	4 070	3 384
	S4	113	3 669	2 992	13	365	193	126	4 034	3 185
	S5	114	3 637	2 795	18	467	293	132	4 104	3 088
	S6	116	3 855	2 820	20	546	266	136	4 401	3 086
	S7	0	0	0	9	220	164	9	220	164
	All Grades	679	22 223	18 234	116	3 094	2 200	795	25 317	20 434
Southern	S1	58	1 876	1 660	47	1 281	1269	105	3 157	2 929
	S2	57	1 801	1 478	48	1 309	1233	105	3 110	2 711
	S3	57	1 801	1 465	46	1 214	1139	103	3 015	2 604
	S4	60	1 769	1 362	45	1 167	1036	105	2 936	2 398
	S5	59	1 801	1 247	42	1 080	890	101	2 881	2 137
	S6	61	1 843	1 265	45	1 098	873	106	2 941	2 138
	S7	0	0	0	39	962	833	39	962	833
	All Grades	352	10 891	8 477	312	8 111	7 273	664	19 002	15 750
Sham Shui Po	S1	110	3 677	3 546	15	418	338	125	4 095	3 884
	S2	110	3 628	3 418	13	368	290	123	3 996	3 708
	S3	107	3 603	3 287	12	343	263	119	3 946	3 550
	S4	100	3 370	3 053	10	315	201	110	3 685	3 254
	S5	101	3 411	2 847	9	270	181	110	3 681	3 028
	S6	102	3 519	2 843	7	200	150	109	3 719	2 993
	S7	0	0	0	4	130	106	4	130	106
	All Grades	630	21 208	18 994	70	2 044	1 529	700	23 252	20 523

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	S1	72	2 336	2 186	2	29	19	74	2 365	2 205
	S2	73	2 323	2 101	2	30	22	75	2 353	2 123
	S3	72	2 324	2 059	0	0	0	72	2 324	2 059
	S4	77	2 516	2 182	2	25	3	79	2 541	2 185
	S5	77	2 549	2 052	3	77	11	80	2 626	2 063
	S6	81	2 742	2 044	5	124	45	86	2 866	2 089
	S7	0	0	0	0	0	0	0	0	0
	All Grades	452	14 790	12 624	14	285	100	466	15 075	12 724
Kowloon City	S1	151	5 112	4 901	28	704	656	179	5 816	5 557
	S2	149	5 014	4 630	29	730	684	178	5 744	5 314
	S3	149	5 014	4 440	28	706	632	177	5 720	5 072
	S4	156	5 194	4 429	24	607	530	180	5 801	4 959
	S5	158	5 185	4 149	23	583	500	181	5 768	4 649
	S6	160	5 281	3 962	23	498	431	183	5 779	4 393
	S7	0	0	0	17	340	327	17	340	327
	All Grades	923	30 800	26 511	172	4 168	3 760	1 095	34 968	30 271
Wong Tai Sin	S1	92	2 988	2 880	4	140	114	96	3 128	2 994
	S2	93	2 936	2 791	4	140	106	97	3 076	2 897
	S3	90	2 872	2 598	3	105	104	93	2 977	2 702
	S4	95	2 904	2 511	3	105	77	98	3 009	2 588
	S5	94	2 904	2 487	3	105	74	97	3 009	2 561
	S6	95	3 054	2 365	3	105	77	98	3 159	2 442
	S7	0	0	0	0	0	0	0	0	0
	All Grades	559	17 658	15 632	20	700	552	579	18 358	16 184
Kwun Tong	S1	140	4 591	4 288	8	203	195	148	4 794	4 483
	S2	138	4 435	4 147	8	204	184	146	4 639	4 331
	S3	139	4 446	4 090	8	203	171	147	4 649	4 261
	S4	147	4 610	4 108	5	116	113	152	4 726	4 221
	S5	146	4 605	3 961	6	140	103	152	4 745	4 064
	S6	145	4 685	3 883	5	116	96	150	4 801	3 979
	S7	0	0	0	4	92	54	4	92	54
	All Grades	855	27 372	24 477	44	1 074	916	899	28 446	25 393
Tsuen Wan	S1	51	1 707	1 635	0	0	0	51	1 707	1 635
	S2	51	1 660	1 559	0	0	0	51	1 660	1 559
	S3	51	1 660	1 576	0	0	0	51	1 660	1 576
	S4	55	1 660	1 558	0	0	0	55	1 660	1 558
	S5	56	1 692	1 468	0	0	0	56	1 692	1 468
	S6	57	1 740	1 482	0	0	0	57	1 740	1 482
	S7	0	0	0	0	0	0	0	0	0
	All Grades	321	10 119	9 278	0	0	0	321	10 119	9 278

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	S1	139	4 402	4 092	6	144	128	145	4 546	4 220
	S2	132	4 172	3 727	6	144	128	138	4 316	3 855
	S3	130	4 076	3 490	8	192	121	138	4 268	3 611
	S4	133	3 980	3 225	8	192	105	141	4 172	3 330
	S5	135	4 140	3 065	8	192	92	143	4 332	3 157
	S6	135	4 303	3 111	8	192	85	143	4 495	3 196
	S7	0	0	0	8	192	73	8	192	73
	All Grades	804	25 073	20 710	52	1 248	732	856	26 321	21 442
Yuen Long	S1	170	5 423	5 230	0	0	0	170	5 423	5 230
	S2	165	5 162	4 839	0	0	0	165	5 162	4 839
	S3	161	5 134	4 565	0	0	0	161	5 134	4 565
	S4	162	5 045	4 233	0	0	0	162	5 045	4 233
	S5	162	5 150	4 130	1	45	17	163	5 195	4 147
	S6	166	5 336	4 195	2	90	49	168	5 426	4 244
	S7	0	0	0	0	0	0	0	0	0
	All Grades	986	31 250	27 192	3	135	66	989	31 385	27 258
North	S1	101	3 333	3 248	4	92	86	105	3 425	3 334
	S2	99	3 175	2 967	3	69	63	102	3 244	3 030
	S3	81	2 614	2 517	3	69	67	84	2 683	2 584
	S4	83	2 647	2 437	3	69	53	86	2 716	2 490
	S5	82	2 614	2 312	3	69	45	85	2 683	2 357
	S6	83	2 721	2 282	2	40	32	85	2 761	2 314
	S7	0	0	0	1	20	19	1	20	19
	All Grades	529	17 104	15 763	19	428	365	548	17 532	16 128
Tai Po	S1	85	2 786	2 544	4	97	88	89	2 883	2 632
	S2	81	2 584	2 368	4	97	81	85	2 681	2 449
	S3	78	2 470	2 232	2	49	24	80	2 519	2 256
	S4	77	2 432	2 012	1	24	18	78	2 456	2 030
	S5	76	2 356	1 875	0	0	0	76	2 356	1 875
	S6	77	2 455	1 822	0	0	0	77	2 455	1 822
	S7	0	0	0	0	0	0	0	0	0
	All Grades	474	15 083	12 853	11	267	211	485	15 350	13 064
Sha Tin	S1	184	5 854	5 603	21	466	445	205	6 320	6 048
	S2	177	5 545	5 155	20	450	445	197	5 995	5 600
	S3	176	5 545	4 979	20	450	433	196	5 995	5 412
	S4	182	5 590	4 658	20	450	435	202	6 040	5 093
	S5	186	5 690	4 510	20	450	413	206	6 140	4 923
	S6	188	5 893	4 304	20	426	386	208	6 319	4 690
	S7	0	0	0	20	426	381	20	426	381
	All Grades	1 093	34 117	29 209	141	3 118	2 938	1 234	37 235	32 147

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	108	3 538	3 345	7	213	143	115	3 751	3 488
	S2	109	3 485	3 165	6	168	130	115	3 653	3 295
	S3	104	3 397	2 825	6	168	114	110	3 565	2 939
	S4	107	3 454	2 694	5	143	85	112	3 597	2 779
	S5	110	3 439	2 591	3	93	53	113	3 532	2 644
	S6	109	3 511	2 530	2	69	40	111	3 580	2 570
	S7	0	0	0	1	24	21	1	24	21
	All Grades	647	20 824	17 150	30	878	586	677	21 702	17 736
Islands	S1	36	1 013	911	8	220	213	44	1 233	1 124
	S2	34	960	843	8	220	203	42	1 180	1 046
	S3	34	1 020	818	9	219	198	43	1 239	1 016
	S4	33	1 019	811	7	185	157	40	1 204	968
	S5	33	1 003	765	7	185	145	40	1 188	910
	S6	35	1 089	786	7	185	136	42	1 274	922
	S7	0	0	0	5	145	115	5	145	115
	All Grades	205	6 104	4 934	51	1 359	1 167	256	7 463	6 101
Kwai Tsing	S1	122	3 927	3 678	0	0	0	122	3 927	3 678
	S2	120	3 808	3 493	0	0	0	120	3 808	3 493
	S3	120	3 776	3 442	0	0	0	120	3 776	3 442
	S4	124	3 808	3 374	0	0	0	124	3 808	3 374
	S5	124	3 808	3 214	0	0	0	124	3 808	3 214
	S6	124	3 927	3 200	0	0	0	124	3 927	3 200
	S7	0	0	0	0	0	0	0	0	0
	All Grades	734	23 054	20 401	0	0	0	734	23 054	20 401
All Districts	S1	1 850	60 288	56 890	192	5 052	4 664	2 042	65 340	61 554
	S2	1 816	58 256	53 361	188	4 947	4 509	2 004	63 203	57 870
	S3	1 773	57 191	50 767	179	4 660	4 054	1 952	61 851	54 821
	S4	1 824	57 572	48 836	161	4 180	3 370	1 985	61 752	52 206
	S5	1 835	58 002	46 512	162	4 198	3 178	1 997	62 200	49 690
	S6	1 857	60 070	45 809	168	4 183	3 015	2 025	64 253	48 824
	S7	0	0	0	125	3 045	2 429	125	3 045	2 429
	All Grades	10 955	351 379	302 175	1 175	30 265	25 219	12 130	381 644	327 394

2020/21 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	52	1 734	1 649	11	329	308	63	2 063	1 957
	S2	52	1 734	1 596	10	301	292	62	2 035	1 888
	S3	51	1 703	1 535	10	295	286	61	1 998	1 821
	S4	54	1 661	1 408	10	295	274	64	1 956	1 682
	S5	54	1 661	1 336	10	265	226	64	1 926	1 562
	S6	54	1 694	1 261	12	259	193	66	1 953	1 454
	S7	0	0	0	12	247	207	12	247	207
	All Grades	317	10 187	8 785	75	1 991	1 786	392	12 178	10 571
Wan Chai	S1	66	2 235	1 943	8	217	167	74	2 452	2 110
	S2	66	2 235	1 956	8	217	170	74	2 452	2 126
	S3	64	2 164	1 795	7	187	164	71	2 351	1 959
	S4	66	2 194	1 791	5	127	115	71	2 321	1 906
	S5	67	2 254	1 621	6	152	136	73	2 406	1 757
	S6	69	2 314	1 586	6	152	125	75	2 466	1 711
	S7	0	0	0	7	177	122	7	177	122
	All Grades	398	13 396	10 692	47	1 229	999	445	14 625	11 691
Eastern	S1	116	3 822	3 381	18	483	440	134	4 305	3 821
	S2	114	3 756	3 341	18	503	447	132	4 259	3 788
	S3	114	3 701	3 103	18	515	415	132	4 216	3 518
	S4	112	3 605	2 966	14	316	222	126	3 921	3 188
	S5	113	3 669	2 777	16	364	274	129	4 033	3 051
	S6	114	3 637	2 629	17	372	245	131	4 009	2 874
	S7	0	0	0	10	190	140	10	190	140
	All Grades	683	22 190	18 197	111	2 743	2 183	794	24 933	20 380
Southern	S1	57	1 843	1 556	49	1 391	1 311	106	3 234	2 867
	S2	58	1 876	1 559	50	1 406	1 305	108	3 282	2 864
	S3	57	1 801	1 433	46	1 255	1 188	103	3 056	2 621
	S4	60	1 801	1 378	46	1 136	1 065	106	2 937	2 443
	S5	59	1 769	1 236	43	1 015	921	102	2 784	2 157
	S6	59	1 801	1 173	42	921	792	101	2 722	1 965
	S7	0	0	0	39	863	725	39	863	725
	All Grades	350	10 891	8 335	315	7 987	7 307	665	18 878	15 642
Sham Shui Po	S1	106	3 519	3 374	15	418	370	121	3 937	3 744
	S2	110	3 647	3 514	15	438	344	125	4 085	3 858
	S3	109	3 609	3 354	12	343	258	121	3 952	3 612
	S4	100	3 350	2 991	11	315	240	111	3 665	3 231
	S5	99	3 321	2 853	10	290	175	109	3 611	3 028
	S6	100	3 337	2 689	8	215	148	108	3 552	2 837
	S7	0	0	0	5	125	90	5	125	90
	All Grades	624	20 783	18 775	76	2 144	1 625	700	22 927	20 400

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	S1	74	2 369	2 166	2	29	16	76	2 398	2 182
	S2	72	2 336	2 148	2	32	20	74	2 368	2 168
	S3	71	2 323	2 044	1	10	9	72	2 333	2 053
	S4	78	2 516	2 132	3	30	7	81	2 546	2 139
	S5	78	2 516	2 047	3	73	17	81	2 589	2 064
	S6	77	2 549	1 929	6	153	61	83	2 702	1 990
	S7	0	0	0	0	0	0	0	0	0
	All Grades	450	14 609	12 466	17	327	130	467	14 936	12 596
Kowloon City	S1	150	5 112	4 723	29	782	678	179	5 894	5 401
	S2	150	5 112	4 724	32	856	698	182	5 968	5 422
	S3	149	5 014	4 459	30	807	671	179	5 821	5 130
	S4	156	5 190	4 393	25	623	555	181	5 813	4 948
	S5	158	5 158	4 099	25	624	500	183	5 782	4 599
	S6	157	5 153	3 867	22	505	417	179	5 658	4 284
	S7	0	0	0	16	350	316	16	350	316
	All Grades	920	30 739	26 265	179	4 547	3 835	1 099	35 286	30 100
Wong Tai Sin	S1	91	3 021	2 721	4	140	130	95	3 161	2 851
	S2	92	2 988	2 807	4	140	107	96	3 128	2 914
	S3	93	2 936	2 728	3	105	95	96	3 041	2 823
	S4	94	2 872	2 498	3	105	85	97	2 977	2 583
	S5	95	2 904	2 405	3	105	64	98	3 009	2 469
	S6	94	2 904	2 374	3	105	63	97	3 009	2 437
	S7	0	0	0	0	0	0	0	0	0
	All Grades	559	17 625	15 533	20	700	544	579	18 325	16 077
Kwun Tong	S1	144	4 712	4 277	10	285	248	154	4 997	4 525
	S2	139	4 600	4 277	9	257	221	148	4 857	4 498
	S3	140	4 449	4 107	9	228	174	149	4 677	4 281
	S4	145	4 450	3 995	7	167	137	152	4 617	4 132
	S5	147	4 554	3 960	5	116	108	152	4 670	4 068
	S6	145	4 497	3 774	5	117	88	150	4 614	3 862
	S7	0	0	0	5	116	85	5	116	85
	All Grades	860	27 262	24 390	51	1 286	1 061	911	28 548	25 451
Tsuen Wan	S1	51	1 707	1 545	0	0	0	51	1 707	1 545
	S2	51	1 707	1 620	0	0	0	51	1 707	1 620
	S3	51	1 660	1 532	0	0	0	51	1 660	1 532
	S4	55	1 660	1 525	0	0	0	55	1 660	1 525
	S5	55	1 660	1 474	0	0	0	55	1 660	1 474
	S6	56	1 692	1 390	0	0	0	56	1 692	1 390
	S7	0	0	0	0	0	0	0	0	0
	All Grades	319	10 086	9 086	0	0	0	319	10 086	9 086

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	S1	140	4 402	4 051	6	130	132	146	4 532	4 183
	S2	137	4 402	4 012	6	130	132	143	4 532	4 144
	S3	132	4 172	3 689	8	130	135	140	4 302	3 824
	S4	134	4 076	3 388	8	130	135	142	4 206	3 523
	S5	133	3 980	3 071	8	96	97	141	4 076	3 168
	S6	134	4 140	2 924	8	96	94	142	4 236	3 018
	S7	0	0	0	8	96	78	8	96	78
	All Grades	810	25 172	21 135	52	808	803	862	25 980	21 938
Yuen Long	S1	180	5 868	5 455	0	0	0	180	5 868	5 455
	S2	168	5 423	5 116	0	0	0	168	5 423	5 116
	S3	165	5 182	4 751	0	0	0	165	5 182	4 751
	S4	165	5 118	4 428	0	0	0	165	5 118	4 428
	S5	159	5 029	4 061	0	0	0	159	5 029	4 061
	S6	163	5 134	3 941	2	90	46	165	5 224	3 987
	S7	0	0	0	0	0	0	0	0	0
	All Grades	1 000	31 754	27 752	2	90	46	1 002	31 844	27 798
North	S1	101	3 333	3 132	4	92	91	105	3 425	3 223
	S2	101	3 333	3 196	4	92	88	105	3 425	3 284
	S3	98	3 175	2 951	3	69	56	101	3 244	3 007
	S4	82	2 614	2 438	3	69	61	85	2 683	2 499
	S5	83	2 647	2 373	3	69	51	86	2 716	2 424
	S6	82	2 614	2 173	2	36	34	84	2 650	2 207
	S7	0	0	0	2	36	29	2	36	29
	All Grades	547	17 716	16 263	21	463	410	568	18 179	16 673
Tai Po	S1	87	2 811	2 513	8	207	155	95	3 018	2 668
	S2	84	2 811	2 463	5	128	110	89	2 939	2 573
	S3	80	2 609	2 337	4	96	64	84	2 705	2 401
	S4	76	2 513	2 132	2	48	21	78	2 561	2 153
	S5	76	2 481	1 919	1	24	17	77	2 505	1 936
	S6	76	2 440	1 779	0	0	0	76	2 440	1 779
	S7	0	0	0	0	0	0	0	0	0
	All Grades	479	15 665	13 143	20	503	367	499	16 168	13 510
Sha Tin	S1	191	6 176	5 761	21	472	457	212	6 648	6 218
	S2	184	5 883	5 496	20	456	442	204	6 339	5 938
	S3	177	5 559	5 060	20	450	438	197	6 009	5 498
	S4	186	5 598	4 824	20	450	418	206	6 048	5 242
	S5	186	5 727	4 512	20	450	415	206	6 177	4 927
	S6	186	5 683	4 222	20	418	373	206	6 101	4 595
	S7	0	0	0	20	418	373	20	418	373
	All Grades	1 110	34 626	29 875	141	3 114	2 916	1 251	37 740	32 791

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	107	3 596	3 267	7	211	146	114	3 807	3 413
	S2	107	3 604	3 233	7	211	136	114	3 815	3 369
	S3	108	3 550	3 091	5	143	104	113	3 693	3 195
	S4	106	3 480	2 733	5	143	102	111	3 623	2 835
	S5	108	3 438	2 522	3	93	41	111	3 531	2 563
	S6	109	3 446	2 438	3	93	40	112	3 539	2 478
	S7	0	0	0	1	24	19	1	24	19
	All Grades	645	21 114	17 284	31	918	588	676	22 032	17 872
Islands	S1	34	1 018	882	8	220	208	42	1 238	1 090
	S2	35	1 047	899	8	220	198	43	1 267	1 097
	S3	33	983	808	9	219	194	42	1 202	1 002
	S4	33	1 063	793	8	210	164	41	1 273	957
	S5	34	1 087	757	7	185	140	41	1 272	897
	S6	33	1 046	735	7	185	129	40	1 231	864
	S7	0	0	0	6	170	119	6	170	119
	All Grades	202	6 244	4 874	53	1 409	1 152	255	7 653	6 026
Kwai Tsing	S1	122	3 960	3 692	0	0	0	122	3 960	3 692
	S2	121	3 927	3 626	0	0	0	121	3 927	3 626
	S3	120	3 808	3 438	0	0	0	120	3 808	3 438
	S4	124	3 776	3 362	0	0	0	124	3 776	3 362
	S5	124	3 808	3 231	0	0	0	124	3 808	3 231
	S6	124	3 808	3 060	0	0	0	124	3 808	3 060
	S7	0	0	0	0	0	0	0	0	0
	All Grades	735	23 087	20 409	0	0	0	735	23 087	20 409
All Districts	S1	1 869	61 238	56 088	200	5 406	4 857	2 069	66 644	60 945
	S2	1 841	60 421	55 583	198	5 387	4 710	2 039	65 808	60 293
	S3	1 812	58 398	52 215	185	4 852	4 251	1 997	63 250	56 466
	S4	1 826	57 537	49 175	170	4 164	3 601	1 996	61 701	52 776
	S5	1 828	57 663	46 254	163	3 921	3 182	1 991	61 584	49 436
	S6	1 832	57 889	43 944	163	3 717	2 848	1 995	61 606	46 792
	S7	0	0	0	131	2 812	2 303	131	2 812	2 303
	All Grades	11 008	353 146	303 259	1 211	30 259	25 752	12 219	383 405	329 011

2021/22 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	52	1 765	1 635	11	329	298	63	2 094	1 933
	S2	52	1 734	1 501	11	329	306	63	2 063	1 807
	S3	51	1 734	1 442	10	295	269	61	2 029	1 711
	S4	54	1 694	1 405	10	295	277	64	1 989	1 682
	S5	54	1 661	1 257	10	277	257	64	1 938	1 514
	S6	54	1 661	1 210	12	231	199	66	1 892	1 409
	S7	0	0	0	12	207	184	12	207	184
	All Grades	317	10 249	8 450	76	1 963	1 790	393	12 212	10 240
Wan Chai	S1	66	2 202	1 809	7	187	159	73	2 389	1 968
	S2	66	2 202	1 772	7	187	151	73	2 389	1 923
	S3	65	2 235	1 788	6	162	147	71	2 397	1 935
	S4	65	2 244	1 628	4	102	103	69	2 346	1 731
	S5	68	2 284	1 602	6	152	132	74	2 436	1 734
	S6	68	2 324	1 509	6	152	128	74	2 476	1 637
	S7	0	0	0	6	152	125	6	152	125
	All Grades	398	13 491	10 108	42	1 094	945	440	14 585	11 053
Eastern	S1	110	3 624	3 104	21	571	478	131	4 195	3 582
	S2	116	3 822	3 218	20	565	483	136	4 387	3 701
	S3	113	3 756	3 205	18	523	414	131	4 279	3 619
	S4	114	3 742	2 948	16	419	313	130	4 161	3 261
	S5	112	3 646	2 711	16	439	285	128	4 085	2 996
	S6	113	3 710	2 586	17	464	258	130	4 174	2 844
	S7	0	0	0	9	238	148	9	238	148
	All Grades	678	22 300	17 772	117	3 219	2 379	795	25 519	20 151
Southern	S1	56	1 848	1 495	55	1 378	1 322	111	3 226	2 817
	S2	56	1 815	1 404	56	1 408	1 310	112	3 223	2 714
	S3	57	1 881	1 450	53	1 301	1 219	110	3 182	2 669
	S4	60	1 774	1 314	51	1 135	1 121	111	2 909	2 435
	S5	60	1 806	1 246	48	1 029	950	108	2 835	2 196
	S6	59	1 774	1 128	46	941	856	105	2 715	1 984
	S7	0	0	0	44	850	712	44	850	712
	All Grades	348	10 898	8 037	353	8 042	7 490	701	18 940	15 527
Sham Shui Po	S1	106	3 501	3 320	14	378	341	120	3 879	3 661
	S2	106	3 525	3 236	15	400	342	121	3 925	3 578
	S3	109	3 641	3 388	13	354	284	122	3 995	3 672
	S4	102	3 411	3 016	10	255	211	112	3 666	3 227
	S5	100	3 411	2 783	9	236	208	109	3 647	2 991
	S6	98	3 472	2 701	9	182	139	107	3 654	2 840
	S7	0	0	0	5	106	93	5	106	93
	All Grades	621	20 961	18 444	75	1 911	1 618	696	22 872	20 062

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Yau Tsim Mong	S1	73	2 336	2 142	1	18	12	74	2 354	2 154
	S2	73	2 369	2 052	1	18	10	74	2 387	2 062
	S3	70	2 336	2 040	1	18	8	71	2 354	2 048
	S4	77	2 515	2 089	2	25	10	79	2 540	2 099
	S5	78	2 516	1 972	1	23	20	79	2 539	1 992
	S6	78	2 516	1 885	3	78	43	81	2 594	1 928
	S7	0	0	0	0	0	0	0	0	0
	All Grades	449	14 588	12 180	9	180	103	458	14 768	12 283
Kowloon City	S1	152	5 176	4 644	34	746	689	186	5 922	5 333
	S2	150	5 116	4 471	36	796	706	186	5 912	5 177
	S3	150	5 112	4 409	35	772	685	185	5 884	5 094
	S4	155	5 198	4 317	31	723	641	186	5 921	4 958
	S5	158	5 198	3 993	31	623	561	189	5 821	4 554
	S6	157	5 167	3 734	26	489	451	183	5 656	4 185
	S7	0	0	0	18	288	292	18	288	292
	All Grades	922	30 967	25 568	211	4 437	4 025	1 133	35 404	29 593
Wong Tai Sin	S1	90	2 955	2 656	4	140	114	94	3 095	2 770
	S2	91	3 021	2 673	4	140	123	95	3 161	2 796
	S3	92	2 988	2 701	3	105	89	95	3 093	2 790
	S4	95	2 936	2 591	3	105	84	98	3 041	2 675
	S5	92	2 872	2 324	3	105	70	95	2 977	2 394
	S6	95	2 904	2 262	3	105	54	98	3 009	2 316
	S7	0	0	0	0	0	0	0	0	0
	All Grades	555	17 676	15 207	20	700	534	575	18 376	15 741
Kwun Tong	S1	142	4 705	4 216	10	255	246	152	4 960	4 462
	S2	143	4 807	4 270	9	237	221	152	5 044	4 491
	S3	140	4 671	4 221	8	197	176	148	4 868	4 397
	S4	144	4 571	3 991	7	169	163	151	4 740	4 154
	S5	146	4 571	3 785	7	169	133	153	4 740	3 918
	S6	147	4 632	3 736	5	112	99	152	4 744	3 835
	S7	0	0	0	5	104	79	5	104	79
	All Grades	862	27 957	24 219	51	1 243	1 117	913	29 200	25 336
Tsuen Wan	S1	51	1 707	1 563	1	25	8	52	1 732	1 571
	S2	51	1 707	1 530	1	25	16	52	1 732	1 546
	S3	51	1 707	1 558	1	25	4	52	1 732	1 562
	S4	54	1 660	1 462	1	25	8	55	1 685	1 470
	S5	55	1 660	1 418	1	25	6	56	1 685	1 424
	S6	55	1 660	1 383	1	25	3	56	1 685	1 386
	S7	0	0	0	1	25	1	1	25	1
	All Grades	317	10 101	8 914	7	175	46	324	10 276	8 960

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tuen Mun	S1	137	4 402	3 918	6	130	131	143	4 532	4 049
	S2	137	4 402	3 877	6	130	133	143	4 532	4 010
	S3	137	4 402	3 864	8	125	125	145	4 527	3 989
	S4	135	4 172	3 550	8	130	132	143	4 302	3 682
	S5	134	4 076	3 141	8	130	122	142	4 206	3 263
	S6	133	3 980	2 865	8	100	99	141	4 080	2 964
	S7	0	0	0	8	100	90	8	100	90
	All Grades	813	25 434	21 215	52	845	832	865	26 279	22 047
Yuen Long	S1	169	5 469	5 133	0	0	0	169	5 469	5 133
	S2	180	5 835	5 290	0	0	0	180	5 835	5 290
	S3	168	5 433	4 902	0	0	0	168	5 433	4 902
	S4	166	5 182	4 529	0	0	0	166	5 182	4 529
	S5	159	5 182	4 150	0	0	0	159	5 182	4 150
	S6	160	5 150	3 827	0	0	0	160	5 150	3 827
	S7	0	0	0	0	0	0	0	0	0
	All Grades	1 002	32 251	27 831	0	0	0	1 002	32 251	27 831
North	S1	100	3 333	3 034	4	84	81	104	3 417	3 115
	S2	101	3 333	3 088	4	88	88	105	3 421	3 176
	S3	100	3 333	3 108	4	76	73	104	3 409	3 181
	S4	99	3 175	2 855	3	45	44	102	3 220	2 899
	S5	82	2 614	2 324	3	57	55	85	2 671	2 379
	S6	83	2 647	2 217	3	48	48	86	2 695	2 265
	S7	0	0	0	2	32	31	2	32	31
	All Grades	565	18 435	16 626	23	430	420	588	18 865	17 046
Tai Po	S1	82	2 644	2 366	9	233	191	91	2 877	2 557
	S2	85	2 776	2 415	8	208	161	93	2 984	2 576
	S3	84	2 746	2 368	5	126	90	89	2 872	2 458
	S4	80	2 544	2 176	3	73	49	83	2 617	2 225
	S5	75	2 408	2 006	2	49	25	77	2 457	2 031
	S6	75	2 376	1 791	1	24	14	76	2 400	1 805
	S7	0	0	0	0	0	0	0	0	0
	All Grades	481	15 494	13 122	28	713	530	509	16 207	13 652
Sha Tin	S1	189	6 080	5 512	21	480	458	210	6 560	5 970
	S2	191	6 176	5 520	20	464	450	211	6 640	5 970
	S3	184	5 883	5 223	20	458	431	204	6 341	5 654
	S4	184	5 608	4 758	20	450	416	204	6 058	5 174
	S5	189	5 740	4 607	20	434	394	209	6 174	5 001
	S6	186	5 726	4 112	20	418	377	206	6 144	4 489
	S7	0	0	0	20	418	365	20	418	365
	All Grades	1 123	35 213	29 732	141	3 122	2 891	1 264	38 335	32 623

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	107	3 641	3 051	7	153	135	114	3 794	3 186
	S2	107	3 607	3 050	7	153	129	114	3 760	3 179
	S3	107	3 559	3 083	5	128	113	112	3 687	3 196
	S4	108	3 563	2 882	5	118	98	113	3 681	2 980
	S5	105	3 485	2 498	3	68	48	108	3 553	2 546
	S6	108	3 566	2 347	2	44	39	110	3 610	2 386
	S7	0	0	0	1	24	30	1	24	30
	All Grades	642	21 421	16 911	30	688	592	672	22 109	17 503
Islands	S1	33	1 067	882	7	195	199	40	1 262	1 081
	S2	33	985	873	8	220	198	41	1 205	1 071
	S3	35	1 014	860	9	219	189	44	1 233	1 049
	S4	31	1 033	768	8	210	159	39	1 243	927
	S5	33	1 065	734	8	204	143	41	1 269	877
	S6	33	1 113	719	7	185	122	40	1 298	841
	S7	0	0	0	6	170	111	6	170	111
	All Grades	198	6 277	4 836	53	1 403	1 121	251	7 680	5 957
Kwai Tsing	S1	122	3 960	3 618	0	0	0	122	3 960	3 618
	S2	121	3 960	3 620	0	0	0	121	3 960	3 620
	S3	120	3 927	3 535	0	0	0	120	3 927	3 535
	S4	123	3 808	3 335	0	0	0	123	3 808	3 335
	S5	124	3 776	3 184	0	0	0	124	3 776	3 184
	S6	124	3 808	3 030	0	0	0	124	3 808	3 030
	S7	0	0	0	0	0	0	0	0	0
	All Grades	734	23 239	20 322	0	0	0	734	23 239	20 322
All Districts	S1	1 837	60 415	54 098	212	5 302	4 862	2 049	65 717	58 960
	S2	1 859	61 192	53 860	213	5 368	4 827	2 072	66 560	58 687
	S3	1 833	60 358	53 145	199	4 884	4 316	2 032	65 242	57 461
	S4	1 846	58 830	49 614	182	4 279	3 829	2 028	63 109	53 443
	S5	1 824	57 971	45 735	176	4 020	3 409	2 000	61 991	49 144
	S6	1 826	58 186	43 042	169	3 598	2 929	1 995	61 784	45 971
	S7	0	0	0	137	2 714	2 261	137	2 714	2 261
	All Grades	11 025	356 952	299 494	1 288	30 165	26 433	12 313	387 117	325 927

Notes –

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools.
- (3) Figures on operating classes in a very small number of non-public sector schools involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, a combined class is treated as one class. When counting the number of classes broken down by grade, a combined class is split into different classes in proportion to the number of students from each grade and the numbers are rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
- (4) Figures on places refer to the planned number of school places offered by the schools concerned.
- (5) School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

**Numbers of approved classes, places and students of each type of
aided special schools (primary section) from the 2017/18 to 2021/22 school years**

School Type	2017/18 ¹			2018/19 ¹			2019/20 ¹			2020/21 ¹			2021/22 ¹		
	No. of Approved Classes	No. of Places	No. of Students ⁵	No. of Approved Classes	No. of Places	No. of Students ⁵	No. of Approved Classes	No. of Places	No. of Students ⁵	No. of Approved Classes	No. of Places	No. of Students ⁵	No. of Approved Classes	No. of Places	No. of Students ⁵
Visual Impairment	8	93	57	8	90	59	8	90	58	9	100	67	9	100	64
Hearing Impairment	4	40	25	4	40	20	4	40	26	4	40	23	4	40	22
Physical Disability	42	420	359	43	430	370	43	430	389	43	430	405	44	440	405
Mild Intellectual Disability²	97	1 455	1 447	101	1 515	1 525	105	1 575	1 558	107	1 605	1 555	109	1 635	1 589
Moderate Intellectual Disability^{2,3}	101	1 010	992	107	1 070	1 094	110	1 100	1 149	119	1 190	1 172	122	1 220	1 216
Severe Intellectual Disability^{2,3}	47	376	353	48	384	373	50	400	364	51	408	355	51	408	340
School for Social Development	21	273	183	25	300	180	26	312	181	27	324	149	27	324	161
Hospital School⁴	23	226	194	23	226	162	23	226	195	24	234	229	24	234	134

- Notes –
- Figures refer to the position in mid-September of the respective school years.
 - The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the schools for children with MiID and MoID (5 schools from the 2017/18 to 2020/21 school years and 6 schools in the 2021/22 school year). Starting from the 2020/21 school year, the figures for 1 school for children with mild, moderate and severe intellectual disability (SID) are categorised according to the respective sections of the school.
 - 1 school for children with SID has operated classes for children with MoID on a pilot basis starting from the 2017/18 school year, and another school for children with SID has operated classes for children with MoID starting from the 2021/22 school year. The figures for these schools are categorised according to the respective class types.
 - In the 2017/18 and 2018/19 school years, the Hospital School operated classes at 18 hospitals. In the 2019/20 school year, the Hospital School operated classes at 20 hospitals. In the 2020/21 and 2021/22 school years, the Hospital School operated classes at 19 hospitals.
 - Special schools basically provide Primary 1 to Secondary 6 education. The number of operating classes is calculated with reference to the total number of students in the whole school. Since relatively more resources are provided for the classes in the secondary section, the Education Bureau has all along been giving priority in approving the number of classes in the secondary section of special schools. The number of students admitted in the primary section of some special schools was larger than the number of places in the 2018/19 and 2019/20 school years, and it was the result of the increase in the number of Primary 1 students admitted in special schools in recent years. However, as a whole, these schools have sufficient places and resources to cater for their students.

**Numbers of approved classes, places and students of each type of
aided special schools (secondary section) from the 2017/18 to 2021/22 school years**

School Type	2017/18 ¹			2018/19 ¹			2019/20 ¹			2020/21 ¹			2021/22 ¹		
	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students	No. of Approved Classes	No. of Places	No. of Students
Visual Impairment	7	76	55	7	76	51	8	88	61	9	100	58	10	112	62
Hearing Impairment	8	80	59	7	70	44	7	70	45	7	70	40	7	70	35
Physical Disability	60	600	518	60	600	537	60	600	514	60	600	475	60	600	467
Mild Intellectual Disability ²	121	1 815	1 707	122	1 830	1 693	122	1 830	1 737	126	1 890	1 759	126	1 890	1 767
Moderate Intellectual Disability ^{2, 3}	109	1 090	1 000	108	1 080	946	110	1 100	954	113	1 130	1 016	120	1 200	1 059
Severe Intellectual Disability ^{2, 3}	52	416	346	52	416	333	52	416	348	54	432	353	54	432	377
School for Social Development	68	852	411	63	774	434	67	804	466	69	828	423	70	840	435
Hospital School ^{4, 5}	10	106	120	10	106	118	10	114	156	10	114	144	10	114	178

Notes –

- Figures refer to the position in mid-September of the respective school years.
- The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the schools for children with MiID and MoID (5 schools from the 2017/18 to 2020/21 school years and 6 schools in the 2021/22 school year). Starting from the 2020/21 school year, the figures for 1 school for children with MiID, MoID and severe intellectual disability (SID) are categorised according to the respective sections of the school.
- 1 school for children with SID has operated classes for children with MoID on a pilot basis starting from the 2017/18 school year, and another school for children with SID has operated classes for children with MoID starting from the 2021/22 school year. The figures for these schools are categorised according to the respective class types.
- In the 2017/18 and 2018/19 school years, the Hospital School operated classes at 18 hospitals. In the 2019/20 school year, the Hospital School operated classes at 20 hospitals. In the 2020/21 and 2021/22 school years, the Hospital School operated classes at 19 hospitals.
- Since the turnover number of hospitalised children is quite high, the situation that the number of students admitted was larger than the number of places was also observed in the Hospital School.

- End -

CONTROLLING OFFICER'S REPLY

EDB089

(Question Serial No. 2574)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Diploma of Applied Education (DAE) Programme will be launched on a regular basis in place of the existing Diploma Yi Jin Programme. In this connection, please advise this Committee of –

- (1) the numbers of subsidised places and actual intakes of various programmes under DYJ Programme in the past 2 academic years;
- (2) the estimated numbers of subsidised places for these programmes in the 2023/24 academic year; and
- (3) whether the number of places and amount of subsidy under DAE Programme are kept under regular review; if yes, what are the details? .

Asked by: Hon LAM So-wai (LegCo internal reference no.: 34)

Reply:

(1) to (3)

The numbers of students^{Note} of the Diploma Yi Jin (DYJ) Programme in the 2020/21 and 2021/22 academic years were 4 702 and 4 610 respectively. Starting from the 2023/24 academic year, the Education Bureau (EDB) will launch a brand-new Diploma of Applied Education (DAE) Programme on a regular basis in place of DYJ Programme. DAE Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2023/24 academic year, which is comparable to the current DYJ Programme. Subject to the actual circumstances, the institutions concerned will make adjustments as necessary to meet the demands.

On the amount of subsidy, same as DYJ Programme, both full-time and part-time eligible DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy students meeting the assessment criteria for

full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course.

EDB and the relevant organisations and institutions will closely monitor the arrangements of DAE Programme and their effectiveness, and will conduct a review in a timely manner.

^{Note} The number of part-time students is counted on a full-time equivalent basis.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2575)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2023/24 academic year, the Vocational Training Council will launch a two-year pilot project on vocational and professional education and training (VPET) enabling secondary school students to have an early exposure to VPET and helping them explore their interests. In this connection, please provide this Committee with –

- 1) a detailed breakdown of the percentage increase in funding provision, the increase in non-recurrent expenditure and manpower involved in the above project under this Programme, as well as the reasons for the increases.

Asked by: Hon LAM So-wai (LegCo internal reference no.: 35)

Reply:

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning courses and Other Learning Experiences. Subject areas such as information technology and design are planned to be covered. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB091

(Question Serial No. 1556)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Government plans to launch the Diploma of Applied Education (DAE) Programme on a regular basis in place of the Diploma Yi Jin Programme from the 2023/24 academic year. Is there a clear pathway for academic articulation upon completion of the programme? Is DAE Programme a stand-alone programme or a pilot project as part of the overall development of vocational and professional education and training?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 4)

Reply:

Starting from the 2023/24 academic year, the Education Bureau will launch a brand-new Diploma of Applied Education (DAE) Programme on a regular basis in place of the Diploma Yi Jin (DYJ) Programme to continuously provide an alternative pathway for Secondary 6 school leavers and adult learners to obtain a formal qualification for the purposes of employment and further study.

Similar to DYJ Programme, DAE Programme is also pitched at Level 3 of the Qualifications Framework. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has assessed DAE Programme and confirmed that for students who have successfully completed the Programme, the qualification thus obtained is deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language and English Language in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. For students who have successfully completed the Maths Plus complementary course, the qualification acquired under the Programme is comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in HKDSE Examination.

Besides, to better serve the strengthened role of DAE Programme in the vocational and professional education and training (VPET) progression pathway, in addition to the existing general stream, DAE Programme provides greater flexibility and allows students to take a brand-new VPET stream that enables them to have more course hours for taking elective

modules which are developed by individual provider institutions and of an applied nature.

With the formal qualifications obtained in DAE Programme, graduates may choose to pursue further studies in, for example, higher diploma programmes for progression along the VPET pathway, or contribute to society by joining the workforce.

- End -

CONTROLLING OFFICER'S REPLY

EDB092

(Question Serial No. 0604)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

With regard to promoting the understanding of national development among young people in Hong Kong, will the Government advise this Committee of the following –

- (1) the staff establishment and expenditure involved in the promotion of national education and national security education at primary, secondary and tertiary levels in the past 5 school years and for the coming school year;
- (2) the respective numbers of student participants for the Mainland exchange programmes and the Mainland Experience Scheme for Post-secondary Students as well as the respective staff establishment and expenditures involved in the past 5 school years and for the coming school year;
- (3) given that the subject of Citizenship and Social Development requires all senior secondary students to go on at least one study tour to the Mainland, please advise on how the study tours are to be launched, the format of activities to be held and the staff establishment and estimated expenditure to be involved.

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 2)

Reply:

(1)

Over the years, the Education Bureau (EDB) has been stepping up its efforts in promoting national education and national security education (NSE) with the “multi-pronged and co-ordinated” approach, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc., to fully support schools to plan and promote national education and NSE within and beyond the classroom in a holistic and systematic manner, so that teachers and students can gain a better understanding of our

country, and develop a sense of national identity, an awareness of national security as well as a sense of law-abidingness and responsibility.

Regarding school management and administration, EDB has provided schools with detailed administration and education guidelines. Schools are required to submit annual reports and work plans on safeguarding national security and promoting NSE to report on the implementation situation of school-based measures in these regards. EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on the implementation of the related measures through school visits and daily communications with schools. EDB will also organise sharing sessions to facilitate professional sharing and experience exchange among schools to enhance the effectiveness in school planning and implementation of measures on safeguarding national security and NSE.

The manpower and expenditure involved in carrying out the various tasks set out above are subsumed under the EDB's recurrent expenditure, and so no breakdown is available.

Post-secondary institutions have been implementing a series of measures since the 2021/22 academic year to incorporate national education and NSE into students' learning, which include organising seminars, sharing sessions, workshops, forums and study tours, etc. They also offer students learning opportunities within and outside the classroom to enhance their awareness of our country's history and culture, constitutional order and the latest development in various aspects, thereby helping them gain a deeper understanding of our country, develop a stronger sense of national identity, and achieve an enhanced sense of national security, law-abidingness and civic duty. As post-secondary institutions may continue to flexibly utilise their resources to take forward the promotion of education and research on such topics as national education and NSE, a breakdown of the expenditure involved is not available. Since liaising with and rendering appropriate support to post-secondary institutions on related matters is part of the EDB's routine, the manpower and expenditure involved are subsumed under the overall estimated expenditure and a breakdown is not available.

(2)

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. As Mainland exchange programmes for students have been suspended since the end of January 2020 due to the epidemic, the expenditure involved in Mainland exchange programmes for students from the 2020/21 to 2022/23 school years are not available. Mainland exchange programmes will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. The estimated expenditure is \$115 million. The numbers of primary and secondary students joining Mainland exchange programmes for students from the 2018/19 to 2019/20 school years and the expenditures involved are as follows:

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2018/19	74 500	108.9
2019/20	8 000	14.9

[@] Staff establishment and expenditures involved for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of EDB

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

The number of students participating in the Mainland Experience Scheme for Post-secondary Students from the 2018/19 to 2023/24 academic years and the expenditures/estimates involved are as follows:

Academic year	No. of students^Δ	Expenditure (\$ million)[@]
2018/19	2 200 ^{&}	6.7
2019/20	700 ^{&}	1.8
2020/21	80 [*]	0.6 [^]
2021/22 [#]	100 ^{&}	0.8 [^]
2022/23 ⁺	600 ^{&}	13.6
2023/24 ⁺⁺	4 000 ^{&}	15.0

^Δ Covers the Pilot Mainland Experience Scheme for Post-secondary Students (applicable to the 2018/19 academic year) and Non-means-tested Mainland Experience Scheme for Post-secondary Students (applicable from the 2019/20 academic year onwards)

[@] Staff establishments and expenditures involved for the provision of the above scheme are subsumed under the recurrent expenditure of EDB

[&] Rounded down to the nearest hundred

^{*} Rounded down to the nearest ten

[^] With the suspension of exchange activities by institutions due to the COVID-19 epidemic, there was a drop in the number of post-secondary students participating in exchange programmes and expenditure in the 2020/21 and 2021/22 academic years. With full resumption of quarantine-free travel between Hong Kong and the Mainland since February this year, EDB has earmarked funding under the Non-means-tested Mainland Experience Scheme for Post-secondary Students to encourage institutions to fully resume exchange activities.

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

⁺ Provisional figures

⁺⁺ Estimated figures

(3)

The senior secondary subject of Citizenship and Social Development (CS) provides students with opportunities to participate in Mainland study tours that tie in with the curriculum. The implementation of CS started at Secondary 4 in the 2021/22 school year and has been extended to Secondary 5 in this school year. CS Mainland study tours and the related project learning form an integral part of the CS curriculum. EDB will fully subsidise senior secondary CS students to participate in Mainland study tours once, in order to enable them to gain first-hand understanding of our country and its latest development, understand and appreciate the Chinese culture, and enhance their sense of national identity. After completing the CS Mainland study tour, students are required to conduct project learning to demonstrate their learning outcomes and self-reflection and submit the study tour report to the school. To support schools in organising Mainland study tours, EDB devises worksheets and relevant video clips for Mainland study tours on an ongoing basis. These resources are

uploaded to the CS Web-based Resource Platform for teachers' reference and use. The numbers of senior secondary students joining CS Mainland study tours and the expenditures/estimates involved are as follows:

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	50 000	60
2023/24 ⁺⁺	72 000	116

[@] Staff establishment and expenditures involved for the provision of CS Mainland study tours are subsumed under the recurrent expenditure of EDB

⁺ Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB093

(Question Serial No. 0608)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2023-24 of the Programme, it is mentioned that the Education Bureau will continue to support kindergartens to organise school-based activities to help students learn Chinese culture from an early age and foster their sense of national identity. In this connection, would the Government advise this Committee of the following -

1. the expenditures and estimated expenses on the above-mentioned school-based activities for the past 3 years and the coming year;
2. the types and natures of the above-mentioned school-based activities and how would their effectiveness be assessed; and
3. whether financial resources have been reserved to provide training for kindergarten teachers to ensure that they will impart correct knowledge about the country to kindergarten students?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 6)

Reply:

1. and 2.

Understanding of the Chinese culture and cultivating national identity in children has been one of the learning objectives of the learning area "Self and Society" in the kindergarten (KG) education curriculum. The KG Education Curriculum Guide revised in 2017 continues to list "having a basic understanding of the Chinese culture and their national identity" as one of the learning expectations for young children. The Education Bureau (EDB) has been providing a wide range of support and financial assistance for KGs to achieve the aforesaid objective. For instance, EDB provided KGs joining the KG Education Scheme (Scheme-KGs) with a one-off Grant for Procurement of National Flag and Movable Flagpole in the 2021/22 school year to support them in purchase of national flags and movable flagpoles.

The expenditure involved was about \$2.3 million. EDB has also provided Scheme-KGs with a one-off Grant for Promotion of Chinese Art and Culture in March 2023. KGs may use the grant to organise various school-based activities, such as organising school-based and theme-based learning activities, producing resource kits/packages, arranging visits or cultural performance appreciation tours, as well as providing picture books to encourage children and parents to read, so as to help children learn and appreciate Chinese art and culture, nurture their sense of belonging to our country and foster their sense of national identity. The expenditure involved is about \$58 million. Scheme-KGs may also fully utilise the unit subsidy to organise school-based national education activities.

EDB will keep monitoring and supporting KGs in the implementation of the related initiatives through school visits, scrutiny of documents submitted by KGs and daily communications with them. We will also organise sharing sessions for the sector to share and learn from good experiences to enhance the effectiveness in school planning and organisation of related school-based activities.

3.

To ensure that KG teachers will impart correct knowledge about the country to students, EDB has all along been arranging holistic and structured training activities in different modes for teachers. For example, professional development programmes for principals and teachers of KGs are organised every year, including “Nurturing Understanding of the Chinese Culture and Moral Development among KG Children” and “Understanding the Chinese Culture and Inheriting Traditional Virtues”, to share how to incorporate Chinese culture into the KG integrated curriculum to enrich teachers’ professional knowledge with a view to helping students learn Chinese culture from an early age and fostering their sense of national identity. In addition, EDB has organised courses on “Fostering Children’s Sense of National Identity through the National Flag-raising Ceremony” through online mode and “Workshops on National Flag Raising Ceremony for KGs” to familiarise KG teachers with the etiquette of national flag raising ceremony, so that they can teach students to show their respect for the symbols of our country during the ceremony, thereby nurturing a sense of belonging to the country among both teachers and the students, developing their affection for the Chinese people and enhancing their sense of national identity. The manpower and expenditure involved in carrying out the various tasks set out above are subsumed under EDB’s recurrent expenditure, and so no breakdown is available.

EDB will continue to adopt a variety of strategies to support KG teachers in helping students to learn Chinese culture and cultivate their sense of national identity.

- End -

CONTROLLING OFFICER'S REPLY

EDB094

(Question Serial No. 2233)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Vocational Training Council will launch the Pilot Vocational and Professional Education and Training (VPET) Diploma for senior secondary school students to promote VPET as a preferred option at an early stage. In this connection, will the Government advise this Committee of –

- 1) the expenditure involved in the pilot project;
- 2) the number of first-year places, details and subjects of study of the pilot project; and
- 3) how it will assess the outcomes of the project and what plans are in place to step up promotion of VPET among young people?

Asked by: Hon LEE Chun-keung (LegCo internal reference no.: 13)

Reply:

1) to 3)

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project

integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

The Government will, through the strategy of fostering industry-institution collaboration and diversified development, continue to adopt a multi-pronged approach to promote VPET as a pathway parallel to conventional academic education, and encouraging the alignment of classroom education with industry needs and collaboration between businesses and education institutions, thereby providing diversified learning and employment opportunities for nurturing more quality talent with applied skills.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0693)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Some people in the region of the Association of Southeast Asian Nations (ASEAN) admire the quality of higher education in Hong Kong, but due to resource and visa issues, elite ASEAN students have opted for other destinations. What plans does the HKSAR Government have in 2023-24 to attract talent from the ASEAN region more proactively? For example, will it liaise with various sectors to provide different kinds of scholarships or streamline the vetting of visa applications, so as to facilitate ASEAN students to further their studies and organisations to have their staff trained in Hong Kong? What are the details of these plans and the respective manpower and expenditure involved?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 21)

Reply:

The Government is committed to developing Hong Kong as a regional education hub and has introduced a series of measures to attract outstanding non-local students to pursue further studies in Hong Kong. In particular, the Government has introduced the Belt and Road Scholarship (the Scholarship) since the 2016/17 academic year to support students from Belt and Road countries/regions, including those from the Association of Southeast Asian Nations (ASEAN) region, to pursue post-secondary programmes in Hong Kong. The Scholarship currently offers 100 places per annum, covering students from all countries/regions along the Belt and Road and pursuing publicly-funded full-time undergraduate and research postgraduate programmes in Hong Kong. Dedicated scholarship places are available for designated countries (i.e. Indonesia, Malaysia, Thailand, Myanmar and Mongolia) which have entered into Memoranda of Understanding on education co-operation with Hong Kong. Since the launch of the Scholarship, over 430 students from 39 Belt and Road countries have been awarded scholarships totalling about \$118 million. Among them, 250 awardees are from the ASEAN region, involving a total scholarship amount of around \$78.64 million. In the 2023/24 academic year, 100 places will be offered under the Scholarship and the estimated expenditure is about \$46 million. The manpower resources required for the implementation

of the Scholarship are subsumed within the recurrent expenditure of the Education Bureau (EDB). In addition EDB maintains a website to provide one-stop information, including scholarships and support services offered by the universities, for those interested in pursuing further studies in Hong Kong.

As regards the vetting of visa applications, to boost the handling efficiency, the Immigration Department (ImmD) has extended the electronic services for visa applications to all types of visa (including visa/entry permit application for study) with effect from 29 November 2022 to allow applicants to complete the entire process of visa-related application online through the GovHK website, ImmD's website or ImmD Mobile Application.

- End -

CONTROLLING OFFICER'S REPLY

EDB096

(Question Serial No. 0698)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Hong Kong Special Administrative Region Government has been working towards its goal of talent development by adopting a multi-pronged approach to nurturing talent. This calls for the relevant authorities of Hong Kong and the Mainland to expedite the mutual recognition of individual professional qualifications and sub-degrees. With regard to exploring with the Mainland the feasibility of mutual recognition of sub-degrees and increasing the number of schools for sub-degree holders to pursue studies in the Mainland, what are the plans for 2023-24 and what are the details?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 25)

Reply:

The Education Bureau (EDB) has been actively exploring with the relevant Mainland authorities the possibility of mutual recognition of sub-degree qualifications between the two regions. With the approval of the Overseas Chinese Affairs Office of the State Council and the Ministry of Education, EDB and Huaqiao University have launched the Pilot Scheme on the Articulation of Hong Kong Sub-degree Graduates to Top-up Degree Programmes by Huaqiao University (the Pilot Scheme) since the 2016/17 academic year for eligible Hong Kong sub-degree graduates to apply for admission to top-up degree programmes offered by Huaqiao University. The Pilot Scheme was extended twice in 2018 and 2020 respectively, and will expire after the 2023/24 academic year. EDB will liaise with Huaqiao University to review the implementation experience of the Pilot Scheme and explore its way forward. We will continue to liaise and follow up with the relevant authorities.

- End -

CONTROLLING OFFICER'S REPLY

EDB097

(Question Serial No. 0707)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide, by type, the respective numbers of kindergartens that operate half-day, whole-day and long whole-day classes, the numbers of their students and serving teachers, as well as the wastage figures of these kindergarten teachers, their years of service, academic qualifications and salaries in the past 3 school years.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 35)

Reply:

The respective number of kindergartens (KGs) operating half-day (HD), whole-day (WD) and both HD and WD classes, and the number of their students and serving teachers from the 2020/21 to 2022/23 school years are tabulated below –

(i) Operating HD classes only

School year	No. of KGs	No. of students	No. of teachers
2020/21	341	70 896	4 928
2021/22	329	67 795	4 773
2022/23 (Note 1)	318	62 441	4 426

(ii) Operating WD classes only

School year	No. of KGs	No. of students	No. of teachers
2020/21	265	23 999	3 015
2021/22	262	22 506	2 857
2022/23 (Note 1)	263	20 805	2 680

(iii) Operating both HD and WD classes

School year	No. of KGs	No. of students	No. of teachers
2020/21	440	70 040	6 176
2021/22	451	65 655	5 856
2022/23 (Note 1)	445	60 430	5 539

Among the KGs operating WD classes shown in tables (ii) and (iii) above, the number of former aided child care centres (FACs) (Note 2) and the number of their students and serving teachers are tabulated below –

School year	No. of FACs	No. of students	No. of teachers
2020/21	246	21 934	2 751
2021/22	246	20 540	2 602
2022/23 (Note 1)	244	18 973	2 435

The wastage (Note 3) of teachers in local KGs with WD, HD and both HD and WD classes from the 2020/21 to 2022/23 school years, and their average years of service, average monthly salary and academic qualifications are tabulated below –

	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
2020/21 school year			
No. of wastage	287	416	633
Average years of service	10.3	13.4	12.2
Average monthly salary	\$26,760	\$28,291	\$25,459
No. of teachers with Certificate in Early Childhood Education or above qualifications	277	342	579
2021/22 school year			
No. of wastage	359	527	806
Average years of service	10.4	13.2	13.0
Average monthly salary	\$29,469	\$29,157	\$27,347
No. of teachers with Certificate in Early Childhood Education or above qualifications	349	450	766
2022/23 school year (Note 1)			
No. of wastage	481	709	961
Average years of service	11.3	12.7	13.4
Average monthly salary	\$30,450	\$30,493	\$27,320
No. of teachers with Certificate in Early Childhood Education or above qualifications	472	608	918

Among the above KGs operating WD classes, the wastage of teachers in FACs from the 2020/21 to 2022/23 school years, and their average years of service, average monthly salary and academic qualifications are tabulated below –

Teachers in FACs			
School year	2020/21	2021/22	2022/23 (Note 1)
No. of wastage	280	349	470
Average years of service	10.2	10.6	11.2
Average monthly salary	\$26,700	\$29,289	\$30,412
No. of teachers with Certificate in Early Childhood Education or above qualifications	271	340	461

Note:

1. Figures for the 2022/23 school year are provisional.
2. FACs refer to former aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services. They usually operate longer service hours.
3. “Drop-out teachers” refer to teachers who were serving in a local KG as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB098

(Question Serial No. 0708)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide, by school type, the numbers of government, aided, private and Direct Subsidy Scheme primary schools in Hong Kong in the past 3 school years. For each school type, please also provide the numbers of students, serving teachers and drop-out teachers together with their lengths of service and salaries.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 36)

Reply:

The numbers of government, aided, Direct Subsidy Scheme (DSS) and private primary schools and their respective numbers of students from the 2019/20 to 2021/22 school years are tabulated below –

School year	School type							
	Government		Aided		DSS		Private	
	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students
2019/20	34	23 040	421	278 030	21	15 940	67	33 060
2020/21	34	22 390	421	270 930	21	15 920	68	32 230
2021/22	34	21 080	422	258 570	21	15 740	69	30 660

The respective numbers of teachers and drop-out teachers in government, aided, DSS and private primary schools from the 2019/20 to 2021/22 school years are tabulated below –

School year	School type							
	Government		Aided		DSS		Private	
	No. of teachers	No. of drop-out teachers	No. of teachers	No. of drop-out teachers	No. of teachers	No. of drop-out teachers	No. of teachers	No. of drop-out teachers
2019/20	1 690	90	20 950	830	1 300	80	2 040	150
2020/21	1 690	100	21 060	860	1 320	60	2 070	160
2021/22	1 640	120	20 850	1 490	1 340	100	2 000	200

Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (2) Figures do not include special schools. Figures for private schools do not include international schools.
- (3) Numbers of students, teachers and drop-out teachers are rounded to the nearest ten.
- (4) “Drop-out teachers” of ordinary schools refer to the teachers who were serving in an ordinary school (irrespective of whether primary or secondary school) as at mid-September of the preceding school year (or mid-October for the 2020/21 school year only) but were no longer serving in any ordinary schools as at mid-September of the school year concerned.

As the Education Bureau at present does not collect information on the lengths of service and salaries of drop-out teachers, the relevant statistics are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 0709)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide, by school type, the numbers of government, aided, private and Direct Subsidy Scheme secondary schools in Hong Kong in the past 3 school years. For each school type, please also provide the numbers of students, serving teachers and drop-out teachers together with their lengths of service and salaries.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 37)

Reply:

The numbers of government, aided and caput, Direct Subsidy Scheme (DSS) and private secondary day schools and their respective numbers of students from the 2019/20 to 2021/22 school years are tabulated below –

School year	School type							
	Government		Aided and caput		DSS		Private	
	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students
2019/20	31	20 550	361	235 580	59	46 050	20	7 240
2020/21	31	20 470	361	237 210	59	45 590	22	7 520
2021/22	31	19 910	361	234 950	59	44 640	24	7 870

The respective numbers of teachers and drop-out teachers in government, aided and caput, DSS and private secondary day schools from the 2019/20 to 2021/22 school years are tabulated below –

School year	School type							
	Government		Aided and caput		DSS		Private	
	No. of teachers	No. of drop-out teachers	No. of teachers	No. of drop-out teachers	No. of teachers	No. of drop-out teachers	No. of teachers	No. of drop-out teachers
2019/20	1 620	100	20 950	940	4 180	210	590	60
2020/21	1 630	90	21 210	940	4 210	210	630	70
2021/22	1 640	120	21 250	1 660	4 210	360	600	80

Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (2) Figures do not include special schools. Figures for private schools do not include international schools.
- (3) Numbers of students, teachers and drop-out teachers are rounded to the nearest ten.
- (4) “Drop-out teachers” of ordinary schools refer to the teachers who were serving in an ordinary school (irrespective of whether primary or secondary school) as at mid-September of the preceding school year (or mid-October for the 2020/21 school year only) but were no longer serving in any ordinary schools as at mid-September of the school year concerned.

As the Education Bureau at present does not collect information on the lengths of service and salaries of drop-out teachers, the relevant statistics are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB100

(Question Serial No. 2473)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking (NCS) students to be admitted in post-secondary programmes, please provide :

The respective number of local NCS candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE), meeting the general entrance requirements of the University Grants Committee (UGC) First-Year-First-Degree programmes, applied for enrolment, and admitted through JUPAS and non-JUPAS for the past 3 academic years.

For the local NCS students who sat for GCE (A-Level) Chinese, GCE (AS Level) Chinese, GCSE Chinese and IGCSE Chinese for the first time for the aforesaid period, please list the grades they obtained and the respective number of candidates in each grade as well as the subsidy involved.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 41)

Reply:

The number of non-Chinese speaking (NCS) school candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) and the number of NCS school candidates who met the general entrance requirements of the University Grants Committee (UGC)-funded undergraduate programmes from the 2019/20 to 2021/22 school years are tabulated as follows –

	No. of NCS school candidates sitting for the HKDSE	No. of NCS school candidates who met the general entrance requirements of undergraduate programmes
2019/20	1 150	397
2020/21	1 245	361
2021/22	1 220	423

Note: Figures tabulated above cover public sector secondary schools and Direct Subsidy Scheme secondary schools offering the local curriculum.

According to the statistics provided by UGC-funded universities, the number of local NCS students admitted to UGC-funded First-Year-First-Degree (FYFD) programmes through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS route from the 2019/20 to 2021/22 school years is tabulated as follows –

	Number of local NCS students admitted to UGC-funded FYFD programmes	
	JUPAS	Non-JUPAS
2019/20	106	127
2020/21	110	203
2021/22	108	182

To help NCS students studying at Secondary 4 to Secondary 6 in day schools and pursuing the local curriculum (particularly those who have a late start in learning Chinese or have not been given full opportunities to study the local Chinese Language curriculum) attain internationally recognised alternative Chinese Language qualifications with a view to facilitating their academic and career advancement, these candidates entering for the General Certificate of Secondary Education (GCSE) (Chinese) Examination, the International General Certificate of Secondary Education (IGCSE) (Chinese) Examination and the General Certificate of Education (GCE) (Chinese) Advanced Subsidiary (AS)-Level and Advanced (A)-Level Examinations can apply for paying a “subsidised examination fee” on par with that of the HKDSE (Chinese Language). With the Government’s measure to pay the examination fees for school candidates entering for the HKDSE from 2020 to 2022, the “subsidised examination fee” for eligible NCS students entering for the aforementioned examinations from the 2019/20 to 2021/22 school years was waived accordingly.

The number of NCS students subsidised to enter for the aforementioned non-local Chinese Language examinations for the first time from the 2019/20 to 2021/22 school years is tabulated as follows –

Alternative Chinese Language examinations	Number of NCS students subsidised to enter for the examinations for the first time		
	2019/20 school year	2020/21 school year	2021/22 school year
GCSE (Chinese)	770	532	521
IGCSE (Chinese)	348	733	702
GCE AS-Level (Chinese)	503	10 (Note)	30
GCE A-Level (Chinese)	72	311 (Note)	310

Note: One of the overseas examination boards has ceased holding the GCE AS-Level (Chinese) Examination globally since 2021. Hence, there was a drop in the number of students entering for the examination in the 2020/21 school year, while the number of students entering for the GCE A-Level (Chinese) Examination increased during the same period.

The expenditure on subsidising NCS students to enter for the aforementioned examinations for the first time from the 2019/20 to 2021/22 school years is tabulated as follows –

Alternative Chinese Language examinations	Expenditure on subsidising NCS students to enter for the examinations for the first time (\$ million)		
	2019/20 school year	2020/21 school year	2021/22 school year
GCSE (Chinese)	1.35	0.97	1.04
IGCSE (Chinese)	1.05	2.28	2.37
GCE AS-Level (Chinese)	1.92	0.02	0.05
GCE A-Level (Chinese)	0.41	1.87	1.99

It is our established practice that the breakdown of the levels attained by individual groups of students will not be released to avoid any labelling effect and piece-meal interpretation or misinterpretation of the results.

- End -

CONTROLLING OFFICER'S REPLY

EDB101

(Question Serial No. 1939)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding mainland exchange opportunities, will the Administration advise this Committee of the following –

- (1) With the full resumption of quarantine-free travel between Hong Kong and the Mainland earlier on, has the Administration reserved any resources to restart Mainland exchange programmes for students? If yes, what are the manpower and resources involved; if no, what are the reasons?
- (2) Regarding Mainland exchange programmes for primary students, what is the estimated expenditure for 2023-24? What is the estimated number of student participants? What is the percentage of programme places against the total number of students, with a breakdown by class level?
- (3) Regarding Mainland exchange programmes for secondary students, what is the estimated expenditure for 2023-24? What is the estimated number of student participants? What is the percentage of programme places against the total number of students, with a breakdown by class level?
- (4) The Administration plans to arrange Mainland study tours for all students taking the subject of senior secondary Citizenship and Social Development (CS), what is the expenditure involved? What is the enrolment situation in school for these study tours? Please provide the enrolment situation of study tours in schools, with a breakdown by the length of the tours in days.
- (5) It is reported that schools mainly choose routes to the Guangdong Province of which some one-day tours take a lot of travelling time. Under such circumstances, how does the Administration assess the effectiveness of one-day tour in achieving the goal of enabling students to “gain first-hand understanding of our country and its latest development, understand and appreciate Chinese culture as well as to develop their sense of national identity”?

- (6) Does the Administration have any plans to encourage schools to go beyond the Guangdong Province by joining exchange tours outside the Guangdong Province? If yes, what are the details; if no, what are the reasons?
- (7) Has the Administration received any applications from students for exemption from CS Mainland study tours out of exceptional reasons? If yes, how many students are involved and what are the reasons provided by them? What is the progress in handling such cases? Are the applications approved?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 13)

Reply:

(1) to (7)

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. Mainland exchange programmes for students have been suspended since the end of January 2020 due to the epidemic but it will be resumed in the 2023/24 school year. Around 109 000 quotas (including 45 400 and 63 600 quotas for primary and secondary schools respectively) are expected to be available. The estimated expenditure is \$115 million (including \$35 million and \$80 million for primary and secondary schools respectively). There are sufficient quotas for every student to join at least one Mainland exchange programme in the respective primary and secondary stages.

As an integral part of the curriculum of the senior secondary subject of Citizenship and Social Development (CS), CS Mainland study tours serve to enable students to realise the curriculum aims through experiential learning. By participating in field study activities, senior secondary CS students can broaden their horizons, gain first-hand understanding of our country and its latest development, and enhance their knowledge and appreciation of the achievements of our country and the Chinese culture, thereby developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditure is \$60 million. The arrangements for CS Mainland study tours are devised to tie in with the curriculum so as to realise the curriculum aims. EDB has made the arrangements with students' learning needs as a prime consideration and has drawn reference to the views of stakeholders from the school sector. EDB has also exercised professional judgement, closely liaised with relevant Mainland authorities, and taken into account the actual situation at the initial stage of full resumption of face-to-face classes as well as resumption of normal travel between Hong Kong and the Mainland, with a view to allowing current Secondary Five students to participate in the tours soonest possible so as to complete the curriculum. Therefore, 22 tours spanning over one to three days to the Guangdong Province will first be launched in the current school year. EDB will review and conclude the implementation of CS Mainland study tours in a timely manner, and take forward, adjust and optimise the arrangements pragmatically in light

of students' learning needs, school situations, views of participants, actual operation, etc. We will proactively consider including routes to locations beyond the Guangdong Province, with a longer duration and increasing manpower as necessary to broaden students' horizons. Positive feedback on Mainland study tours for students has been received from schools. EDB is now collating the applications from schools which have all been received in early March.

Through classroom teaching, teachers will guide students to think and help them set the learning focuses of the tours. Under teachers' guidance and through the pre-tour preparations, students can observe, record, connect, integrate, consolidate and apply the learning focuses of the CS curriculum, so as to complete project learning, demonstrate their learning outcomes and self-reflection and deepen the experiences gained from Mainland study tours. Therefore, regardless of the duration of the tours, CS Mainland study tours are meaningful learning with clear targets and methods.

EDB has been attaching importance to the quality and effectiveness of Mainland study tours. Regular mechanisms have been put in place to gauge participants' opinions of the tours, including having meetings with the service providers, deploying staff to attend the tours to assess the appropriateness of the content and collect participants' views, conducting questionnaire surveys, arranging interviews and post-tour sharing sessions, etc. Such efforts are conducive to continuous enhancement and exploration of diverse themes for Mainland study tours.

Mainland study tours and related project learning form an integral part of the CS curriculum, providing students with first-hand understanding of our country and its development, and thus should not be regarded as an optional arrangement for students, lest they should miss valuable learning experiences.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included "Life-wide Learning" as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students' learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB102

(Question Serial No. 1940)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Diploma of Applied Education (DAE) Programme to be launched in the 2023/24 academic year, please advise this Committee of the following –

1. What are the annual expenditure involved in rolling out DAE Programme on a regular basis and the staff establishment involved in monitoring the relevant work?
2. Given that DAE Programme is to be launched in place of the Diploma of Yi Jin Programme, are there any differences between the two in terms of the number of institutions offering the programmes and the number of places provided? If yes, what are the details?
3. Please set out the names of institutions offering DAE Programme, the respective amounts of subsidies involved, tuition fees charged and numbers of places provided.
4. Given that students of DAE Programme are required to participate in life-wide learning activities for 10 hours or more, will the Administration issue guidelines as a basis for organising these activities, so that it will not become a mere formality for some of the institutions? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 14)

Reply:

1. The estimated expenditure for the Diploma of Applied Education (DAE) Programme is about \$100 million per academic year, which covers the expenses of tuition fee reimbursement, support services for students and teachers, maintenance and updating of the Learning Management System, and publicity work, etc. As the manpower and expenditure involved in monitoring the relevant work are subsumed within the Education Bureau (EDB)'s recurrent expenditure, no breakdown is available.

2. & 3.

At present, the Diploma of Yi Jin (DYJ) Programme is offered by seven post-secondary institutions. Starting from the 2023/24 academic year, DAE Programme will be launched on a regular basis in place of DYJ Programme, and the number of post-secondary institutions offering the Programme will be increased to eight.

DAE Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2023/24 academic year, which is comparable to the current DYJ Programme. Subject to the actual circumstances, the institutions concerned will make adjustments as necessary to meet the demands.

The names of the post-secondary institutions offering DAE Programme and the tuition fees charged for full-time programmes are tabulated below –

Name of institution	Annual tuition fee (HK\$)
School of Continuing Education, Hong Kong Baptist University	42,000
Caritas Institute of Community Education	38,930
Hong Kong College of Technology	43,800
Hong Kong Institute of Technology	37,940
Lingnan Institute of Further Education	43,000
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	41,500
UOW College Hong Kong	39,600
School of Business and Information Systems, Vocational Training Council	41,200

Same as DYJ Programme, both full-time and part-time eligible DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy students meeting the assessment criteria for full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course. Institutions offering the programmes will not receive any direct subsidies.

4.

To encourage students to broaden their horizons and learn beyond books, all DAE students are required to complete at least ten hours of life-wide learning activities. The life-wide learning activities are centrally co-ordinated by the Federation for Self-financing Tertiary Education, covering three major domains, namely “job-related”, “sports, arts and cultural development” and “moral and civic education”. “Job-related” activities include career talks, internship experiences and the development of Greater Bay Area; “sports, arts and cultural development” activities include singing contests, sports competitions and cultural tours; while “moral and civic education” activities include quizzes on Basic Law and National Security

Law and national education webinars. EDB and the relevant organisations and institutions will closely monitor the arrangements and their effectiveness, and will conduct a review in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB103

(Question Serial No. 1953)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned that the estimated wastage rates of kindergarten (KG), primary school and secondary school teachers for the 2023/24 school year are 15.4%, 7.8% and 8.8% respectively. Please provide this Committee with the following information of the past 5 school years –

- (1) The actual wastage rates of KG, primary school and secondary school teachers;
- (2) The average lengths of service of drop-out teachers in KGs, primary schools and secondary schools;
- (3) Have statistics been compiled on the reasons for teacher wastage? If yes, please set them out separately with a breakdown by school type and advise of the percentage of retirement out of all reasons for teacher wastage;
- (4) Have any reviews been carried out on different types of teacher wastage? If yes, what are the details? If no, what are the reasons?
- (5) Are there any measures in place to alleviate the problem of teacher wastage in this financial year? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 11)

Reply:

- (1)
The teacher wastage rates of local kindergarten (KGs), public sector primary schools (government and aided) and public sector secondary schools (government, aided and caput) from the 2017/18 to 2021/22 school years are tabulated below –

School year	Teacher wastage rate (%)		
	Local KGs	Public sector primary schools	Public sector secondary schools
2017/18	10.5	3.6	4.6
2018/19	12.3	4.4	4.6
2019/20	12.0	4.2	4.6
2020/21	10.2	4.2	4.6
2021/22	13.2	7.1	7.8

Notes:

- (1) "Wastage rate" refers to the number of "drop-out teachers" as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. Except as at mid-October for the 2020/21 school year, "drop-out teachers" of KGs refer to the teachers who were serving in a local KG as at mid-September of the preceding school year but were no longer serving in any KGs as at mid-September of the school year concerned; "drop-out teachers" of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school as at mid-September of the preceding school year but were no longer serving in any ordinary schools as at mid-September of the school year concerned.
- (2) Figures do not include special schools.

(2)

The average years of service of drop-out teachers in local KGs from the 2017/18 to 2021/22 school years are tabulated below –

School year	Average years of service of drop-out teachers in local KGs
2017/18	12.5
2018/19	11.4
2019/20	11.4
2020/21	12.2
2021/22	12.5

As the Education Bureau (EDB) at present does not collect information on the lengths of service of drop-out teachers in public sector primary and secondary schools, the relevant statistics are not available.

(3) and (4)

EDB has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly. The percentage of drop-out teachers with retirement as the reason for leaving in public sector primary schools (government and aided) and public sector secondary

schools (government, aided and caput) from the 2017/18 to 2021/22 school years are tabulated below –

School level	Percentage of drop-out teachers with retirement as the reason for leaving (%)				
	2017/18	2018/19	2019/20	2020/21	2021/22
Public sector primary schools	30.3	24.4	23.4	28.5	19.4
Public sector secondary schools	37.7	39.8	41.3	41.4	23.9

Notes:

- (1) “Drop-out teachers” of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school as at mid-September of the preceding school year (or mid-October for the 2020/21 school year only) but were no longer serving in any ordinary schools as at mid-September of the school year concerned.
- (2) Figures do not include special schools.

All KGs in Hong Kong are privately run with diverse modes of operation. Given that they are different from public sector primary and secondary schools in terms of, for example, teachers’ retirement age, their situation is not directly comparable with that of public sector primary and secondary schools. EDB does not compile statistics on the percentage of KG teachers who left because of retirement.

(5)

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers’ promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

As for KGs, to retain and attract quality teachers, KGs joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers’ salary portion, which must be used on teachers’ salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers’ salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers’ salary portion and the whole unit subsidy will be clawed back to EDB in order to encourage schools’ optimal use of the subsidy on teachers’ salaries. We will

continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality KG education to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB104

(Question Serial No. 1965)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The estimated provision for 2023-24 is 91.4% higher than the revised estimate for the previous year, and the Administration has indicated that this is due to increased provision for other operating expenses and the injection of funds into the Gifted Education Fund. Will the Administration further advise this Committee of the details of the other operating expenses?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 12)

Reply:

The estimate under Programme (6) Other Educational Services and Subsidies for 2023-24 is \$953.5 million (or 91.4%) higher than the revised estimate for the previous year. This is mainly due to the additional injection of \$600 million into the Gifted Education Fund and the increased provision for other operating expenses, which include arranging for senior secondary students to participate in Mainland study tours of the subject of Citizenship and Social Development starting from April 2023, arranging professional exchange programmes for teachers, and resuming Mainland exchange programmes for students in the 2023/24 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB105

(Question Serial No. 1966)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the 3-year Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support implemented by the Administration in the 2021/22 school year, please advise this Committee of the following –

- (1) the usage of the \$1.5 billion funding at present, the number of schools participating in the Programme so far, the total amount of funding approved by the Administration so far, the number of student beneficiaries involved and the average amount of subsidy disbursed for students;
- (2) how will the Administration assess the effectiveness of the Programme; if there will be an assessment, of the details; if no, of the reasons; and
- (3) given that the Programme will end in 2023-24, will the Administration review the implementation effectiveness of the Programme and have it extended? If yes, of the details; if no, of the reasons.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 16)

Reply:

- (1)
Starting from the 2021/22 school year, the Quality Education Fund (QEF) has reserved \$1.5 billion for a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme). Under the Funding Programme, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding through simplified procedures to purchase mobile computer devices for loan to needy students. The maximum amount of funding for each mobile computer device is \$4,700. Schools may also provide portable Wi-Fi routers and mobile data cards for students who are unable to acquire appropriate Internet services due to the constraints in their living

environment. The maximum amount of additional funding for each student in this regard is \$1,700. Apart from students receiving the Comprehensive Social Security Assistance or the School Textbook Assistance, beneficiaries also include students with genuine financial needs as identified by schools according to their school-based criteria.

The response from the school sector on the Funding Programme is positive. In the 2021/22 school year, 705 schools participated in the Funding Programme, involving a funding amount of around \$99.5 million and benefitting some 24 000 students. The average funding amounts of mobile computer devices and Internet services support were \$4,406 and \$647 respectively. In the 2022/23 school year, about 700 schools have participated in the Funding Programme so far. The applications are now being processed, and the number of student beneficiaries and funding amount involved are not available for the time being.

(2) & (3)

EDB has been actively engaging the education and relevant sectors to understand the implementation of the Funding Programme. EDB conducted a school questionnaire survey on the Funding Programme between August and November 2022 and 87% of the participating schools responded. Schools all agreed that the Funding Programme could support students with financial needs to conduct e-learning and is conducive to the adoption of a blended mode of learning and teaching in schools. Schools also indicated that the funding amount provided was generally sufficient and the administrative work involved was acceptable.

The Funding Programme will end by August 2024. EDB is closely monitoring the implementation of the Funding Programme, and will review its effectiveness in a timely manner so as to formulate measures to provide continuous support for students with financial needs in the future to ensure that all students have equal opportunities in accessing e-learning.

- End -

CONTROLLING OFFICER'S REPLY

EDB106

(Question Serial No. 2698)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Greater Bay Area study trips planned by the Vocational Training Council (VTC) for the coming year, please advise this Committee of –

1. the manpower and estimated expenditure involved;
2. the number of places to be provided and its percentage out of the total number of VTC's students;
3. the details of the study trips; and
4. whether the study trips will include elements for enhancing students' understanding of the country and their sense of national identity; if yes, of the details; if no, of the reasons.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 15)

Reply:

1. to 4.

Starting from the 2020/21 academic year, the Education Bureau (EDB) has provided the Vocational Training Council (VTC) with a non-recurrent funding totalling \$19.95 million for three years to support trainees of the Training and Support Scheme and relevant teaching staff to take part in non-local study and exchange programmes in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) and overseas countries through the Pilot International Study Programme (ISP). Due to the epidemic, no physical exchange activities outside Hong Kong were organised in the past two academic years, i.e. 2020/21 and 2021/22. It was announced in the 2022-23 Budget that the ISP would be extended for two years to benefit more trainees. With the easing of the epidemic and the recent resumption of local and overseas activities, VTC is preparing to organise GBA exchange activities under the ISP in July 2023.

Besides, starting from the 2023-24 financial year, EDB will provide VTC with a funding totalling \$10 million for five years to implement a short-term learning programme titled "The

GBA Explore Trip”. It is expected to benefit about 6 000 students of VTC’s higher diploma and diploma programmes. The learning programme will cover, inter alia, national education, seminars on the latest developments in the Mainland, industry-specific learning activities, visits to enterprises and cultural experiential activities, with a view to enhancing students’ overall understanding of the development of GBA as well as the study and employment opportunities therein. VTC is discussing the details and arrangements of the learning programme with various organisations.

- End -

CONTROLLING OFFICER'S REPLY

EDB107

(Question Serial No. 3252)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under the Brief Description of this Programme, it is mentioned that the Education Bureau provides the Mainland University Study Subsidy Scheme (MUSSS) for eligible students. How many students were subsidised and what was the total amount of subsidy disbursed under MUSSS in each of the past 5 years?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 73)

Reply:

The numbers of student beneficiaries and the amounts of subsidy disbursed under the Mainland University Study Subsidy Scheme (MUSSS) in the past 5 years are tabulated below –

Academic year	2018/19	2019/20	2020/21	2021/22	2022/23 (as at early March 2023)
Total no. of student beneficiaries	3 147	3 218	3 844	4 422	4 193*
Amount of subsidy disbursed (\$)	40 million	41 million	49 million	56 million	58 million [@]

* About 700 applications for the 2022/23 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$63 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB108

(Question Serial No. 0586)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The quality of Hong Kong kindergarten (KG) education rests upon the sufficiency of resources and KG teachers. However, the wastage rate of KG teachers has been so high as to reach 17.6% in 2022. In this connection, will the Government advise this Committee of –

- (1) the expenditures on KG education in the past 2 years; whether the Government has considered allocating more resources to improve KG education;
- (2) the detailed figures on the wastage rates of KG teachers in the past 2 years; whether the Government has any measures in place to reduce the wastage of KG teachers; and
- (3) whether the Government has undertaken any reform to improve the salary range and career ladder of KG teachers; if yes, of the details; if no, of the reasons.

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 22)

Reply:

(1)

All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Since implementation of the Kindergarten Education Scheme (the Scheme) from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to about \$6 billion per year in recent years. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways. For instance, during the epidemic, several rounds of one-off subsidies have been provided to support KGs' anti-epidemic work.

As for the subsidies provided in the 2022/23 school year, they serve mainly to facilitate KGs' further development. The measures include enhancing support for KGs to promote students' learning of Chinese culture, assisting KGs in digitalising school administration and enhancing work efficiency, support for KGs to continue improving the ventilation of school premises and encouraging more KGs to relocate for further improvement of their school environment. The Education Bureau (EDB) will also provide additional grants to all KGs joining the Scheme (Scheme-KGs) to facilitate the organisation of more experiential learning activities outside classroom for students and employment of supply teachers as temporary relief due to illness, among others, to further enhance the quality of KG education. We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

(2) and (3)

The wastage rate of teachers in Scheme-KGs (Notes) was 12.5% and 17.5% respectively in the 2021/22 and 2022/23 school years. It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons. To retain and attract quality teachers, Scheme-KGs are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers' salary portion, which must be used on teachers' salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers' salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers' salary portion and the whole unit subsidy will be clawed back to EDB. The above various measures would encourage schools' optimal use of the subsidy on teachers' salaries.

On teachers' career ladder, given the diversity of the sector, KGs should take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangement of teachers. In August 2021, EDB completed a review on the Scheme, which covered the feasibility of introducing a salary scale for KG teachers. As KGs' mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

Notes:

- (1) Figures for the 2022/23 school year are provisional.
- (2) "Wastage rate" refers to the number of "drop-out teachers" as a percentage of the total number of teachers in the KGs concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year. "Drop-out teachers" refer to teachers who were serving in a KG concerned as at mid-September / mid-

October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB109

(Question Serial No. 0223)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. What resources have been allocated by the Education Bureau (EDB) to support local parents in coping with the COVID-19 epidemic since its outbreak?
2. What measures have been taken by EDB to ensure the sufficient provision of surgical masks for schools, students, school staff and related personnel (such as school bus drivers and escorts)? How many schools have directly benefited from EDB's provision of surgical masks? What are the number of the surgical masks provided and the amount of expenditure involved?
3. What measures have been taken by EDB to support schools, teachers and students in purchasing or upgrading their electronic devices for online teaching, and what is the expenditure involved? What measures have been put in place by EDB and other bureaux and departments to support needy families, and what is the expenditure involved?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 28)

Reply:

1. Since the outbreak of the COVID-19 epidemic, the Education Bureau (EDB) has been closely monitoring the epidemic development, taking into account the advice of health experts and maintaining close liaison with the school sector to formulate class arrangements and corresponding anti-epidemic measures in a timely manner with a view to protecting the safety of students, teachers, school staff and members of the public. We have also made efforts to help parents adapt to the new arrangements under the epidemic to ease their burden as far as possible. For example, during class suspension or before full resumption of whole-day face-to-face classes, EDB required schools to

remain open for students, who lack carers to take care of them at home, to return to schools. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate. Besides, in light of the latest class arrangements and corresponding anti-epidemic measures, EDB has disseminated information and online resources on students' mental health to parents from time to time according to the circumstances, and has organised regular workshops to help parents identify and support their children's mental health needs at an early stage. All along, EDB has been also encouraging schools to actively promote vaccination among students by providing one-stop vaccination services to students, their parents and other family members. Moreover, we disseminate the latest information concerning COVID-19 vaccination to parents through short videos and webinars. Meanwhile, a student grant of \$2,500 is provided for each secondary day-school, primary school and kindergarten (KG) student per school year. The provision of the grant has been regularised starting from the 2020/21 school year to alleviate parents' burden in defraying education expenses.

2. To support schools in epidemic prevention work, EDB provided the Special Anti-epidemic Grant to all schools offering full and formal curriculum (including special schools) in 2020 and 2022 respectively to help them replenish epidemic prevention supplies (including masks), clean their school premises and pay for other expenses related to epidemic prevention. The initiatives benefitted over 2 000 schools and boarding sections of special schools and involved an additional expenditures of around \$41 million and \$62 million respectively. On the provision of surgical masks, EDB has provided masks to students with financial needs through their schools since May 2020. A total of about 178 million masks have been distributed so far and the expenditure involved was about \$29.7 million. Besides, to tie in with the requirement for students to complete daily Rapid Antigen Test (RAT) before returning to school after the schools' Easter holiday in the 2021/22 school year until March 2023, EDB had distributed a total of around 64 million RAT kits procured through the central co-ordination by the Government to students with financial needs.
3. During class suspension and before the full resumption of face-to-face classes, schools had, based on their own circumstances and students' needs at different learning stages, flexibly adopted different modes of learning and teaching, such as e-learning, to support students' continuous learning at home and achieve the goal of "suspending classes without suspending learning". To support e-learning, starting from the 2004/05 school year, EDB has been providing all public sector schools with the Composite Information Technology Grant (CITG). Schools may deploy the grant flexibly to subscribe Wi-Fi services, purchase and enhance different software and hardware for online teaching, and strengthen their information technology (IT) staffing support. In the 2022/23 school year, the rate of CITG for each school ranged from \$266,228 to \$868,609, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, EDB has been providing all public sector schools with the recurrent

Information Technology Staffing Support Grant (ITSSG) each year to strengthen IT staffing support. In the 2022/23 school year, the funding amount of ITSSG for each school was \$327,588.

Regarding the support on Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges (Scheme) since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing market fees of Internet access services. In the 2022/23 school year (as at 31 January 2023), the Scheme benefitted about 167 100 families and the expenditure involved was about \$224 million. To strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to the constraints in their living environment, EDB provided the one-off top-up grant from end December 2020 to early 2021 for schools in need to meet the additional expenses incurred in purchasing portable Wi-Fi routers and/or mobile data cards. In the 2020/21 school year, the initiative benefitted over 15 400 students and involved an additional expenditure of about \$14 million.

In respect of students' computer devices, EDB has, through the Community Care Fund, implemented a 3-year assistance programme from the 2018/19 to 2020/21 school years to subsidise needy primary and secondary students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools and to support their e-learning at home amid the epidemic. During the 3-year implementation period, the programme benefitted 176 000 students and the subsidy amount involved was about \$670 million.

Starting from the 2021/22 school year, the Quality Education Fund has reserved \$1.5 billion for a 3-year programme, namely the Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support (Funding Programme). Under the Funding Programme, public sector primary and secondary schools (including special schools) and schools under Direct Subsidy Scheme may apply for funding through simplified procedures to purchase mobile computer devices for loan to needy students. The maximum amount of funding for each student is \$4,700. Schools may also provide portable Wi-Fi routers and mobile data cards for students who are unable to acquire appropriate Internet services due to the constraints in their living environment. The maximum amount of additional funding for each student in this regard is \$1,700. Apart from students receiving the Comprehensive Social Security Assistance or the School Textbook Assistance, beneficiaries also include students with genuine financial needs as identified by schools according to their school-based criteria. The response to the Funding Programme is positive. In the 2021/22 school year, 705 schools participated in the Funding Programme, involving a funding amount of around \$99.5 million and benefitting about 24 000 students. In the 2022/23 school year, about 700 schools have participated in the Funding Programme so far. The

applications are now being processed, and the number of student beneficiaries and funding amount involved are not available for the time being.

As for KGs, to further support schools in helping children learn at home, EDB launched the Gift Book Scheme and Do It Yourself (DIY) Handicraft and Learning Package Scheme in December 2020 for KGs joining the Kindergarten Education Scheme. KGs are encouraged to provide parents with books, teaching resources or learning materials to support them in parent-child reading, doing exercise and playing with their children at home and thus promote interaction among family members. The total expenditure involved for the above two initiatives was about \$81 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 0224)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In recent years, a number of teachers took to the social media platforms to spew hateful remarks and hurl abuses at children of police officers, or embedded in their classroom teaching biased, radical and inciteful political statements, violating their codes of professional conduct. The situation is alarming. In this connection, please advise this Committee –

1. of the number of complaints received against teachers' breach of codes, the number of cases requiring follow-up actions, and the number of complaints substantiated and with penalties imposed (with a breakdown by type of penalties) in each of the past 3 years;
2. what inquiry and disciplinary mechanism is in place to handle teachers alleged to have breached the codes; whether the Administration has assessed the legality of merely inviting the teacher concerned to make a written representation instead of granting the opportunity to defend himself/herself verbally at the Appeal Board hearing before cancelling the teacher's registration, as suggested by a teachers' union;
3. what measures has the Administration put in place to monitor and prevent the dissemination of biased opinions among students by a small number of teachers in classes; of the staff establishment, salary expenditure and total expenditure for such efforts in the past 3 years and the coming year.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 29)

Reply:

1. From 2020 to 2022, the Education Bureau (EDB) received a total of 232 complaints (108 in 2020, 75 in 2021 and 49 in 2022) about suspected professional misconduct of teachers in relation to social incidents. As at end-January 2023, among the above-mentioned 232 cases, we have largely completed the investigation of 204 cases, of which 86 were found unsubstantiated; and for the 28 cases which are still being processed, follow-up actions

for some of them will be taken after conclusion of the relevant judicial proceedings. Among the substantiated cases, we have cancelled 4 teachers' registration and issued reprimand and warning letters to 26 and 45 teachers respectively. EDB will consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued written advice to 19 teachers and verbal reminders to another 19 teachers, reminding them to refrain from activities that are detrimental to the image of the teaching profession, and to show respect to the behavioural norms acceptable to society. For the remaining cases that are likely to be substantiated in our initial view, we are currently handling the cases in accordance with the established procedures, including waiting for or considering the responses from the teachers concerned, with a view to determining the appropriate follow-up actions.

2. EDB has a clear mechanism with well-defined procedures for handling cases of suspected professional misconduct of teachers. In gist, upon receiving a complaint against a teacher, EDB will request the school concerned to conduct an investigation. The school will look into the case, let the teacher concerned explain, take appropriate school-based follow-up actions, and submit a report to EDB. We will then examine the content of the report carefully and request the school to submit supplementary information as appropriate. For cases that are likely to be substantiated in our initial view, we will issue a letter to invite the teacher concerned to submit written representations. For cases that may involve cancellation of registration, we will inform the teacher concerned of our intention to cancel his/her registration so that he/she may have a full understanding of the severity of the case when submitting his/her representations or seeking advice from others (including legal advisers) within 14 days. During the process, the teacher concerned has full and fair opportunities for making representations and self-defence. EDB will fully consider the evidence collected, thoroughly analyse different aspects from a professional perspective, and take appropriate actions based on the severity of the case.

If a teacher is no longer regarded as being fit and proper to teach after thorough consideration, EDB will cancel his/her registration pursuant to the Education Ordinance. If the case does not warrant the cancellation of registration, EDB will, in light of the nature and severity of the case, take follow-up actions of different levels including the issuing of a reprimand, warning or advisory letter, to remind the teacher concerned that he/she should uphold professional conduct and recidivism will definitely be met with severe punishments, which include the possibility of cancelling the teacher's registration. For cases involving police investigation or unlawful acts of teachers, regardless of whether the teacher is convicted or not, EDB will, upon completion of all the legal proceedings (including the appeal proceedings), review his/her teacher registration status based on the information available. If a teacher disagrees with EDB's decision of cancelling his/her registration, he/she may appeal in accordance with Section 61 of the Education Ordinance. At the hearing of the Appeal Board, the appellant or his/her authorised representative is entitled to be present and to be heard on the appeal. The above mechanism ensures that the teacher concerned is treated fairly and impartially. All along, EDB has been handling cases of suspected professional misconduct of teachers in a prudent, lawful, reasonable and just manner.

3. Teachers are role models for students. Their words and deeds, conduct and values have a profound impact on students. EDB promulgated the Guidelines on Teachers' Professional Conduct (the Guidelines) in mid-December 2022 to clearly stipulate the

professional conduct and norms of behaviour required of teachers so that they could have self-awareness and self-discipline in upholding professionalism, and remind each other to abide by the Guidelines together, so as to protect students' well-being, ensure the quality of education and safeguard the education profession. 8 codes of professional conduct required of teachers are compiled with examples of the "dos" and "don'ts" of behaviour for each code provided respectively for teachers' observance and compliance. As for classroom teaching, the Guidelines indicates that teachers should commit to nurturing students' good conduct, virtues, positive values and attitudes (including a sense of national identity and an affection for the nation), developing students with a sense of belonging to the country, an affection for Hong Kong and with a global perspective. Teachers should help students develop critical thinking skills and lifelong learning capabilities, and they should not select teaching materials that are not in alignment with EDB's relevant guidelines due to personal stance or instil in students one's personal biased beliefs, hampering students' development of positive values.

Schools may make reference to the Guidelines to devise clear measures on staff management and professional development plans, and recognise teachers with distinguished virtues and excellent performance in the teaching profession, so as to promote teachers' professional ethics and encourage teachers to pursue excellence. On the contrary, if there are teachers involved in professional misconduct or unlawful acts, schools can make reference to the Guidelines to follow up with the cases. EDB will also make reference to the Guidelines for monitoring the professional qualifications and conduct of teachers, handle all cases concerning their professional conduct in accordance with the established mechanism and procedures, and take appropriate actions depending on the gravity of the cases.

EDB is committed to enhancing training for teachers. Training with enhanced elements of teachers' professional roles and conduct are provided for newly-joined teachers, in-service teachers, as well as teachers aspiring for promotion starting from the 2020/21 school year. To encourage teachers and school leaders to demonstrate the professional roles and conduct expected of them, we will continue to incorporate contents related to the Professional Standards for Principals and Professional Standards for Teachers of Hong Kong ("T-standard⁺") and the Guidelines in various training programmes for aspiring principals, newly appointed principals and serving teachers.

To tie in with the implementation of the National Security Law, EDB has provided schools with detailed guidelines on school administration and education, which include specific measures, examples and templates to assist schools in reviewing, formulating and implementing relevant measures to specify clearly their expectations and requirements on relevant behaviour and conduct of teachers and school staff, as well as the handling of non-compliance, with a view to maintaining a safe and orderly learning environment at school and nurturing students to become good law-abiding citizens. EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on the implementation of national security education through school visits and daily communications with schools.

As the manpower and expenses involved are subsumed under the overall expenditure of EDB, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB111

(Question Serial No. 0225)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. What are the number of kindergarten (KG) teachers, the number of teachers holding a bachelor's degree in early childhood education and its percentage out of the total number of teachers in each of the past three school years;
2. What are the salary range, average salary and median salary of KG teachers in each of the past three school years (by rank);
3. What are the wastage figure and wastage rate of KG teachers in each of the past three school years (by KGs offering only whole-day classes, KGs offering only half-day classes, and KGs offering both half-day and whole-day classes); and
4. What work has been completed/is being taken forward/will be carried out by the Education Bureau to provide KG teachers with a salary range and career ladder, improve the quality assurance framework, strengthen governance and supervision, and enhance teachers' professional competence? What measures are in place to address the high wastage rate of KG teachers?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 30)

Reply:

1. From the 2020/21 to 2022/23 school years, the number of teachers serving at kindergartens (KGs) under the Kindergarten Education Scheme (the Scheme) (Scheme-KGs), and among such teachers, the respective numbers of those holding a Certificate in Early Childhood Education or above qualification and those holding a Bachelor's Degree in Early Childhood Education, and their percentage shares are tabulated below –

	School year (Note 1)		
	2020/21	2021/22	2022/23 (provisional figures)
No. of teachers	10 862	10 367	9 542
No. (%) of teachers holding a Certificate in Early Childhood Education or above qualification	10 595 (97.5%)	10 115 (97.6%)	9 332 (97.8%)
No. (%) of teachers holding a Bachelor's Degree in Early Childhood Education (Note 2)	6 238 (57.4%)	6 271 (60.5%)	6 028 (63.2%)

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October and others refer to the position as at mid-September of the respective school years.
- (2) Figures include teachers concurrently holding a certificate in early childhood education.

2.

The salary ranges for teachers of Scheme-KGs from the 2020/21 to 2022/23 school years are set out at the Annex. Unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. As the proposed number of senior teachers and rank of principals are for KGs' reference only and the actual arrangements may vary among KGs, it is inappropriate to provide the average and median salaries by the relevant ranks. The average and median salaries of teachers and principals are tabulated below –

Monthly salary of teachers	School year		
	2020/21	2021/22	2022/23 (provisional figures)
Average	\$29,710	\$30,168	\$30,725
Median	\$27,965	\$28,780	\$29,500

Monthly salary of principals	School year		
	2020/21	2021/22	2022/23 (provisional figures)
Average	\$54,253	\$54,544	\$55,312
Median	\$53,500	\$54,500	\$55,227

Note: Figures for the 2020/21 school year refer to the position as at mid-October and others refer to the position as at mid-September of the respective school years.

3.

The number of drop-out teachers and wastage rate of teachers in Scheme-KGs, with a breakdown by KG type, from the 2020/21 to 2022/23 school years are tabulated below –

School year	Type of KGs	Teachers in Scheme-KGs	
		No. of drop-out teachers	Wastage rate
2020/21	Operating whole-day (WD) classes only	273	9.6%
	Operating half-day (HD) classes only	227	8.4%
	Operating both WD and HD classes	534	9.7%

School year	Type of KGs	Teachers in Scheme-KGs	
		No. of drop-out teachers	Wastage rate
2021/22	Operating WD classes only	346	12.4%
	Operating HD classes only	280	10.6%
	Operating both WD and HD classes	729	13.4%
2022/23 (provisional figures)	Operating WD classes only	475	18.0%
	Operating HD classes only	439	17.3%
	Operating both WD and HD classes	896	17.3%

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October and others refer to the position as at mid-September of the respective school years.
- (2) “Drop-out teachers” refer to teachers who were serving in a KG concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned. “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers in the KGs concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year.

4.

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents’ needs. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways. It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons.

Scheme-KGs are encouraged to establish a career ladder and offer competitive remuneration to retain and attract quality teachers. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers’ salary portion, which must be used on teachers’ salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers’ salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers’ salary portion and the whole unit subsidy will be clawed back to the Education Bureau (EDB). The above various measures would encourage schools’ optimal use of the subsidy on teachers’ salaries.

On teachers’ career ladder, given the diversity of the sector, KGs should take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangement of teachers. In August 2021, EDB completed a review on the Scheme, which covered the feasibility of introducing a salary scale for KG teachers. As KGs’ mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The

existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

In addition, all Scheme-KGs are subject to the Quality Assurance Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by EDB. Both SSE and QR are conducted on the basis of the Performance Indicators (PIs). The refined PIs and the regularly organised talks and SSE workshops help KGs conduct SSE in a more holistic and focused manner. The enhanced Quality Assurance Framework facilitates KGs' continuous self-improvement and promotes the quality of KG education. Furthermore, Scheme-KGs should establish a more participatory school governance framework that facilitates participation of various stakeholders in the decision-making process, thereby enhancing transparency and accountability of school governance as well as effectiveness of school operation.

The provision of quality KG education hinges on teachers' professional capability and principals' effective leadership. Upon consultation with teacher education institutions, EDB in 2018 refined the programme frameworks for Certificate in Early Childhood Education, Bachelor of Education and Postgraduate Diploma in early childhood education. Under the revised frameworks, we have strengthened the practicum requirements, and enriched the curriculum elements of catering for children's diversity (particularly non-Chinese speaking students and students at risk of developmental delay), with a view to nurturing teachers who can effectively facilitate children's learning and provide them with timely and proper care. Besides, EDB has refined the framework for the certification course for KG principals, so as to enhance serving principals' capability of leading schools' continuous development, and to well equip aspiring principals for discharging their duties. From the 2021/22 school year onwards, structured learning programmes of a longer duration (e.g. lasting for several weeks) have been provided for experienced teachers, senior teachers or teachers aspiring for senior posts for in-depth study on various education issues, and subsidies for supply teachers have been provided in this regard. We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

**Salary ranges for teachers under the Kindergarten Education Scheme (the Scheme)
from the 2020/21 to 2022/23 school years**

Rank of teaching staff	Salary range		
	2020/21 school year	2021/22 school year	2022/23 school year
Class Teacher	\$22,790 – \$40,530	\$22,790 – \$40,530	\$23,360 – \$41,540
Senior Teacher	\$30,400 – \$48,140	\$30,400 – \$48,140	\$31,160 – \$49,340
Vice Principal	\$37,990 – \$53,200	\$37,990 – \$53,200	\$38,940 – \$54,530
Principal II	\$43,070 – \$59,540	\$43,070 – \$59,540	\$44,150 – \$61,030
Principal I	\$50,660 – \$67,140	\$50,660 – \$67,140	\$51,930 – \$68,820

Note:

- (1) The salary ranges for teaching staff apply to teachers with Certificate in Early Childhood Education or above qualifications.
- (2) Starting from the 2018/19 school year, the salary-related subsidies for teaching staff and the salary ranges for teaching staff under the Scheme are adjusted according to the annual civil service pay adjustment on a school year basis. As the Government announced a pay freeze for civil servants in 2020-21 and 2021-22, the salary ranges for teaching staff in Scheme-KGs remain unchanged in the 2020/21 and 2021/22 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB112

(Question Serial No. 0226)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise of the policy measures on education that have been put in place since the current-term Government took office, and the additional recurrent expenditure involved for each policy measure.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 31)

Reply:

The current-term Government has, since assuming office, been committed to enhancing the quality of education by taking forward various initiatives. The major initiatives involving recurrent expenditure are set out at **Annex**.

Major initiatives involving recurrent expenditure	Recurrent expenditure (full-year effect)
<ul style="list-style-type: none"> • Taking forward the initiatives in the 2022 Policy Address, by expanding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to cover top-up degree programmes, and increasing in phases the numbers of subsidised places (3 000 per cohort) subject to the progress of the review of the Post Secondary Colleges Ordinance (Cap. 320), as well as rationalising the implementation details of the SSSDP and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong to benefit students from different backgrounds, with effect from the 2023/24 academic year. 	\$935 million
<ul style="list-style-type: none"> • Taking forward the initiatives in the 2022 Policy Address, by gradually increasing the number of research postgraduate places for the University Grants Committee-funded universities from the existing 5 595 to 7 200 in the 2024/25 academic year. 	\$816 million
<ul style="list-style-type: none"> • Continuing to roll out small class teaching (SCT) in public sector primary schools, further to the plan to implement SCT at 31 schools from the 2023/24 and 2024/25 school years, the Education Bureau will arrange to implement SCT at 7 additional schools from the 2024/25 school year. The percentage of public sector primary schools implementing SCT would increase to over 90% by then, one year ahead of the schedule mentioned in the 2022 Policy Address. 	\$126 million
<ul style="list-style-type: none"> • Launching the Diploma of Applied Education Programme on a regular basis in the 2023/24 academic year in place of the existing Diploma Yi Jin Programme, in order to continue to provide an alternative pathway for Secondary Six school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study; and introducing Learning Management System to support the enhancements to the teaching and learning of the programme. 	\$100 million
<ul style="list-style-type: none"> • Providing subsidy to kindergartens joining the Kindergarten Education Scheme to facilitate the organisation of experiential learning activities outside classroom for students with effect from the 2023/24 school year. 	\$27 million
<ul style="list-style-type: none"> • Introducing an additional provision to kindergartens joining the Kindergarten Education Scheme for employment of supply teachers as temporary relief due to illness with effect from the 2023/24 school year. 	\$15 million

- End -

CONTROLLING OFFICER'S REPLY

EDB113

(Question Serial No. 0228)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. What were the respective numbers, median ages, and numbers and rates of wastage of graduate teachers and non-graduate teachers in public sector primary, secondary and special schools in the past 3 years?
2. Among the non-graduate teachers serving in public sector primary, secondary and special schools, how many of them possess qualifications for appointment to graduate teaching posts? What percentage do they represent of the total number of non-graduate teachers? What are their median age and wastage rate?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 33)

Reply:

1. The numbers and median ages of teachers appointed as graduate teachers and non-graduate teachers in public sector schools, and the respective numbers of drop-out teachers and wastage rates from the 2019/20 to 2021/22 school years are as follows –

Primary schools (government and aided)

School year	Graduate teachers				Non-graduate teachers			
	No. of teachers*	Median age	No. of drop-out teachers*	Wastage rate^ (%)	No. of teachers*	Median age	No. of drop-out teachers*	Wastage rate^ (%)
2019/20	20 710	41	260	2.6	1 940	39	660	5.5
2020/21	21 180	41	690	3.3	1 560	36	280	14.2
2021/22	21 050	41	1 360	6.4	1 440	33	250	15.7

Secondary schools (government, aided and caput)

School year	Graduate teachers				Non-graduate teachers			
	No. of teachers*	Median age	No. of drop-out teachers*	Wastage rate^ (%)	No. of teachers*	Median age	No. of drop-out teachers*	Wastage rate^ (%)
2019/20	21 530	43	750	4.2	1 040	33	290	6.3
2020/21	22 000	42	940	4.3	840	32	90	9.0
2021/22	22 200	42	1 660	7.5	680	31	120	14.3

Special schools

School year	Graduate teachers				Non-graduate teachers			
	No. of teachers*	Median age	No. of drop-out teachers*	Wastage rate^ (%)	No. of teachers*	Median age	No. of drop-out teachers*	Wastage rate^ (%)
2019/20	1 860	39	50	5.3	90	42	80	9.0
2020/21	1 980	39	100	5.3	40	53	10	6.5
2021/22	2 020	39	180	9.2	30	53	10	17.5

* Numbers of teachers/drop-out teachers are rounded to the nearest 10.

^ “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school (irrespective of whether primary or secondary school) as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year but were no longer serving in any ordinary schools as at mid-September of the school year concerned. “Drop-out teachers” of special schools refer to the teachers who were serving in a special school as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year but were no longer serving in any special schools as at mid-September of the school year concerned.

- The numbers, percentages, median ages and wastage rates of non-graduate teachers with degree qualifications (degree holders) in public sector schools from the 2019/20 to 2021/22 school years are as follows –

Primary schools (government and aided)

School year	Non-graduate teachers			
	No. of degree holders*	%	Median age	Wastage rate^ (%)
2019/20	1 500	77.4	32	5.3
2020/21	1 190	76.0	30	14.6
2021/22	1 140	79.2	29	15.0

Secondary schools (government, aided and caput)

School year	Non-graduate teachers			
	No. of degree holders*	%	Median age	Wastage rate^ (%)
2019/20	840	80.4	30	5.8
2020/21	660	78.3	29	8.7
2021/22	530	77.8	27	13.8

Special schools

School year	Non-graduate teachers			
	No. of degree holders*	%	Median age	Wastage rate^ (%)
2019/20	60	67.4	37	8.6
2020/21	10	32.5	44	8.1
2021/22	10	30.0	46	7.7

* Numbers of teachers/drop-out teachers are rounded to the nearest 10.

^ “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school (irrespective of whether primary or secondary school) as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year but were no longer serving in any ordinary schools as at mid-September of the school year concerned. “Drop-out teachers” of special schools refer to the teachers who were serving in a special school as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year but were no longer serving in any special schools as at mid-September of the school year concerned.

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CONTROLLING OFFICER'S REPLY

EDB114

(Question Serial No. 0229)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the support for cross-boundary students amid the COVID-19 epidemic, please advise this Committee –

1. of the support measures rendered by the Administration to cross-boundary students, their schools and parents to facilitate their return to Hong Kong for school or their online learning at home since the outbreak of the epidemic;
2. whether the Education Bureau will provide further support if the epidemic persists, and what amount of resources has been earmarked for such purpose; and
3. whether the Administration has explored the option of allowing cross-boundary students to attend face-to-face classes in schools every day with exemption from the compulsory quarantine requirement; if yes, the details; if no, the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 34)

Reply:

1, 2 and 3

Amid the COVID-19 epidemic, the Education Bureau (EDB) has all along been concerned about the learning situation as well as physical and mental development needs of cross-boundary students (CBS), and has been providing them with appropriate support as necessary. During the period from 15 June to 17 July 2020, the Hong Kong Special Administrative Region (HKSAR) Government, in coordination with the relevant Mainland authorities, arranged about 2 500 quotas for CBS in Secondary 3 to Secondary 5 residing in Shenzhen to travel daily across the boundary to attend school in Hong Kong. Owing to the unstable and persistent epidemic situation, CBS were not able to travel to Hong Kong every day for school as usual. EDB has directed schools to flexibly adopt diversified learning and teaching strategies, including establishing e-learning platforms and conducting real-time online lessons, to support CBS' continuous learning at home and maintain their learning motivation

for achieving the goal of “suspending classes without suspending learning”, having regard to schools’ own contexts and students’ needs at different learning stages. In this connection, EDB has been providing diversified online resources to schools and, through hotlines, mobile communication applications and webinars, etc., to provide support to teachers in need. The Government has also implemented different measures to provide grassroots students with support for e-learning, including disbursing Internet access subsidies to eligible families to facilitate financially needy students’ online learning at home through the Working Family and Student Financial Assistance Agency and the Social Welfare Department. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. Furthermore, funding has been set aside in the Quality Education Fund (QEF) to implement the 3-year “QEF e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support” starting from the 2021/22 school year, with a view to subsidising schools to purchase mobile computer devices for loan to needy students. The maximum amount of funding for each student is \$4,700. Schools may also provide portable Wi-Fi routers and mobile data cards for students who are unable to acquire appropriate Internet services due to the constraints in their living environment. The maximum amount of additional funding for each student in this regard is \$1,700. Apart from students receiving the Comprehensive Social Security Assistance or the School Textbook Assistance, beneficiaries also cover students (including CBS) with genuine financial needs as identified by schools according to their school-based criteria. As for the arrangement of learning materials, some schools are authorised by publishers to upload relevant chapters of e-textbooks to e-learning platforms according to teaching and learning progress for use by those CBS in the Mainland. If necessary, schools may also procure textbook delivery services to assist parents of CBS in delivering textbooks to their residences in the Mainland.

On the other hand, having attached great importance to the learning needs as well as physical and mental development needs of CBS amid the epidemic, EDB commissioned service providers to organise multiple cohorts of programmes in relation to learning support and psychosocial support from May 2021 to February 2023, offering a total of 10 000 places for CBS to attend locally in Shenzhen. In addition, EDB commissioned service providers to set up general service points in Luohu, Futian and Nanshan districts in Shenzhen from June to August 2021 to provide CBS and their parents with various kinds of information and organise networking activities for them. To provide appropriate care and support to CBS, EDB has been advising schools to maintain contact with CBS and their parents, and reminding parents to observe and pay attention to the emotion and behaviour of students.

Aided schools may, taking into account the school-based circumstances and needs, make good use of the recurrent funding for operating expenses provided by EDB in accordance with the established arrangement, including the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant, to cover various operating expenses or for other educational purposes endorsed by the School Management Committee/Incorporated Management Committee, which include the procurement of necessary services to cater for the needs of CBS. Moreover, starting from the 2019/20 school year, EDB has provided an annual student grant of \$2,500 for all secondary day-school, primary school, special school and kindergarten students (including eligible CBS) to alleviate parents’ financial burden in defraying education expenses.

Upon full resumption of normal travel between Hong Kong and the Mainland from 6 February 2023, CBS have resumed their daily travel between the Mainland and Hong Kong to attend

face-to-face classes in a gradual and orderly manner. CBS of secondary schools have resumed classes in Hong Kong since 8 February, while those of primary schools, kindergartens and special schools have returned to school for classes in Hong Kong from 22 February. To ensure that CBS can resume face-to-face classes in Hong Kong as scheduled, the HKSAR Government has provided assistance to CBS in various aspects, including the clearance facilitating measures and special arrangements for processing relevant documents. Besides, given that local schools have fully resumed whole-day face-to-face classes, EDB has launched the “Resuming Vibrant Life @School” designated webpage and organised webinars in January 2023 to help students resume their normal studies and social lives as soon as possible. EDB has released on the webpage a variety of practical resources, such as resource packs, parents’ guide and videos, which include information on “Supporting cross-border students in adjusting to the resumption”, for ease of reference and use for both schools and parents.

- End -

CONTROLLING OFFICER'S REPLY

EDB115

(Question Serial No. 0231)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information –

1. the breakdown of provision for Programme (2) Pre-primary Education in the past 3 years and the coming year;
2. the respective number of local non-profit-making kindergartens (KGs), local non-profit-making KGs under the Kindergarten Education Scheme (the KG Scheme) and local private independent KGs, and the respective number of students studying in these KGs in each of the past 3 years; and
3. the respective number of KGs operating half-day, whole-day and long whole-day classes under the KG Scheme, and among the subsidised KGs, the number of those still collecting school fees and the respective amount of the highest, lowest and median school fee in each of the past 3 years.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 36)

Reply:

1. The breakdown of expenditures on pre-primary education from 2020-21 to 2023-24 is tabulated in Annex 1.
2. From the 2020/21 to 2022/23 school years, the respective number of local private independent (PI) kindergartens (KGs), and local non-profit-making (NPM) KGs joining and not joining the Kindergarten Education Scheme (the KG Scheme), as well as the number of students studying in these KGs are tabulated in Annex 2.
3. From the 2020/21 to 2022/23 school years, the respective number of KGs operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes under the KG Scheme, and among such KGs, the number of those collecting school fees and the level of their school fees are tabulated in Annex 3.

**Breakdown of expenditures on pre-primary education
from 2020-21 to 2023-24**

	2020-21	2021-22	2022-23	2023-24
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)	(\$ million) (Estimate)
Kindergarten Education Scheme (the KG Scheme) (Note)	6,398.3	6,322.2	5,715.4	5,258.0
Kindergarten and Child Care Centre Fee Remission Scheme	299.7	302.7	296.0	294.0
Refund of rates and government rent to NPM KGs not joining the KG Scheme (Note)	7.7	6.1	6.6	6.9
KG principal and teacher training	2.4	6.2	5.5	6.2

Note: Starting from the 2017/18 school year, expenditure on rental subsidy and reimbursement of rates and government rent for KGs joining the KG Scheme are subsumed under the overall expenditure of the KG Scheme. NPM KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

**Number of local PI KGs, and local NPM KGs joining and not joining the KG Scheme
and number of students studying in these KGs
from the 2020/21 to 2022/23 school years**

2020/21 school year

Type of KGs	No. of KGs (Note 1)	No. of students (Note 2)
Local PI KGs (Note 3)	110	16 467
Local NPM KGs joining the KG Scheme	763	127 610
Local NPM KGs not joining the KG Scheme	24	8 210

2021/22 school year

Type of KGs	No. of KGs (Note 1)	No. of students (Note 2)
Local PI KGs (Note 3)	107	16 000
Local NPM KGs joining the KG Scheme	762	120 152
Local NPM KGs not joining the KG Scheme	24	7 445

2022/23 school year

Type of KGs	No. of KGs (Note 1)	No. of students (Note 2)
Local PI KGs (Note 3)	105	15 015
Local NPM KGs joining the KG Scheme	749	109 735
Local NPM KGs not joining the KG Scheme	27	7 896

Note:

- (1) Figures refer to the position as at December of the respective school years.
- (2) Figures (other than those of the 2020/21 school year, which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years.
- (3) PI KGs are not eligible to join the KG Scheme.

**Number of KGs joining the KG Scheme and level of their annual school fees
from the 2020/21 to 2022/23 school years**

(1) Number of KGs operating HD, WD and LWD classes and number of KGs collecting school fees

School year	Class	No. of KGs	No. of KGs collecting school fees
2020/21	HD	518	39
	WD	375	340
	LWD	246	231
2021/22	HD	518	38
	WD	380	347
	LWD	246	233
2022/23	HD	504	37
	WD	376	343
	LWD	243	230

Note: Figures refer to the position as at December of the respective school years. KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.

(2) Level of annual school fees

2020/21 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,000	9,000	12,800
Median	3,400	8,300	13,100
Highest	10,400	28,600	28,600
Lowest	100	200	500

2021/22 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,000	9,000	12,900
Median	3,400	8,300	13,200
Highest	10,400	28,100	28,100
Lowest	100	200	500

2022/23 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,100	9,100	13,200
Median	4,000	8,500	13,300
Highest	10,400	28,100	28,200
Lowest	100	200	500

Note: Figures are rounded to the nearest hundred. KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.

- End -

CONTROLLING OFFICER'S REPLY

EDB116

(Question Serial No. 0232)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise the numbers of applications received under the Mainland University Study Subsidy Scheme; the respective numbers of students receiving full-rate, half-rate and non-means-tested subsidies; the amounts of subsidy involved; and the names of institutions attended by these students in the past 3 years.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 37)

Reply:

In the 2020/21 and 2021/22 academic years, the full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy under the Mainland University Study Subsidy Scheme (MUSSS) were \$16,800, \$8,400 and \$5,600 respectively. As for the 2022/23 academic year, the means-tested and non-means-tested subsidies under MUSSS are disbursed according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of Subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of applicants, student beneficiaries and the amounts of subsidy disbursed under MUSSS in the past 3 years are tabulated below –

Academic Year	2020/21	2021/22	2022/23 (as at early March 2023)
Total no. of applicants	4 277	4 901	4 951
Total no. of student beneficiaries	3 844	4 422	4 193*
Amount of subsidy disbursed (\$)	49 million	56 million	58 million [@]

* About 700 applications for the 2022/23 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$63 million.

The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 3** respectively.

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2020/21 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shanghai University	0	0	1
Shanghai University of Traditional Chinese Medicine	18	5	8
Shanghai International Studies University	7	0	14
Shanghai Jiao Tong University	2	1	6
Shanghai Normal University	2	4	0
Shanghai University of Finance and Economics	2	0	4
Shanghai University of Sport	1	1	0
Shandong University	33	6	7
Shandong University of Traditional Chinese Medicine	2	0	0
Sun Yat-sen University	158	49	68
Central Academy of Fine Arts	2	1	3
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	5
The Central Academy of Drama	1	0	1
Central South University	4	0	4
Zhongnan University of Economics and Law	10	4	2
Renmin University of China	3	0	2
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	28	9	27
China Conservatory of Music	0	1	0
Communication University of China	3	4	6
Tianjin University	4	0	4
Tianjin University of Traditional Chinese Medicine	0	0	1
Tianjin Foreign Studies University	0	0	1
Peking University	14	5	29
Beijing University of Chinese Medicine	73	25	53
Beijing University of Chemical Technology	0	1	0
Beijing Foreign Studies University	1	0	3
Beijing Institute of Fashion Technology	7	0	0
Beijing Forestry University	1	0	0
Beijing Normal University	5	5	11

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University – Hong Kong Baptist University United Internal College	2	0	0
Beijing Normal University, Zhuhai	6	1	2
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	4	1	8
Beijing Film Academy	1	1	0
Beijing Language and Culture University	8	2	6
Beijing Sport University	11	3	1
Sichuan University	13	7	23
Sichuan Normal University	5	1	1
Jilin University	3	1	3
Tongji University	5	6	4
Chengdu University of Traditional Chinese Medicine	9	5	2
Shantou University	6	1	1
Jiangxi University of Chinese Medicine	4	0	0
Northwest University	3	1	0
Xian Jiaotong University	2	3	4
Southwest University	8	0	0
Southwest University of Political Science and Law	2	2	4
Southwestern University of Finance and Economics	5	0	2
Northeastern University	2	0	0
Dongbei University of Finance and Economics	1	1	1
Southeast University	4	1	2
Donghua University	9	7	4
Wuhan University	11	6	30
Wuhan University of Technology	4	1	0
Southern Medical University	15	3	4
Nanjing University	2	1	7
Nanjing University of Chinese Medicine	51	16	6
Nanjing Normal University	16	8	6
Nanchang University	6	0	0
Nankai University	6	2	14
Xinghai Conservatory of Music	8	2	2
Chongqing University	23	7	4
Capital Normal University	0	0	2
Zhejiang University	1	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	6	2	0
Zhejiang Sci-Tech University	11	4	5
Hainan University	1	0	0
Shenzhen University	11	5	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tsinghua University	14	4	26
Fudan University	9	1	17
Hubei University	1	0	0
Hunan University	4	0	1
Hunan Normal University	12	5	2
Huazhong University of Science & Technology	3	0	3
Central China Normal University	9	4	3
East China University of Political Science and Law	6	1	9
East China Normal University	10	5	8
East China University of Science and Technology	6	3	2
South China Normal University	15	9	2
South China University of Technology	7	0	3
Huaqiao University	379	121	5
Jimei University	3	4	0
Yunnan University	2	0	0
Yunnan Normal University	4	1	0
Xiamen University	18	8	22
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	2	0	0
University of International Business and Economics	3	4	9
Jinan University	907	307	129
Fuzhou University	7	3	0
Fujian University of Traditional Chinese Medicine	4	3	1
Fujian Normal University	7	4	2
Shaoguan University	2	0	0
Guangzhou University	5	2	0
Guangzhou University of Chinese Medicine	117	58	106
Guangzhou Academy of Fine Arts	9	1	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	26	3	3
Guangdong University of Technology	1	1	0
Guangdong University of Foreign Studies	3	1	2
Guangdong University of Finance	5	1	0
Guangdong University of Finance and Economics	3	0	0
Zhengzhou University	4	1	1
Total	2 280	785	779

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2021/22 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	2	0	3
Shanghai University of Traditional Chinese Medicine	23	4	13
Shanghai International Studies University	5	1	11
Shanghai Jiao Tong University	1	0	6
Shanghai Normal University	4	7	2
Shanghai University of Finance and Economics	2	0	7
Shanghai University of Sport	1	2	0
Shandong University	29	8	13
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	156	49	71
Central Academy of Fine Arts	2	1	4
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	2	0	0
Central South University	6	0	5
Zhongnan University of Economics and Law	11	5	7
Renmin University of China	2	0	1
China University of Petroleum	0	0	1
China University of Political Science and Law	22	7	28
China Conservatory of Music	1	0	0
Communication University of China	3	4	4
Tianjin University	6	0	3
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	4	38
Beijing University of Chinese Medicine	67	19	65
Beijing Foreign Studies University	1	0	2
Beijing Institute of Fashion Technology	5	0	0
Beijing Normal University	4	3	7
Beijing Normal University – Hong Kong Baptist University United Internal College	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University, Zhuhai	2	0	1
Beijing Institute of Technology	2	0	3
Beijing University of Posts and Telecommunications	4	0	11
Beijing Film Academy	1	1	1
Beijing Language and Culture University	6	2	6
Beijing Sport University	9	4	3
Sichuan University	14	6	19
Sichuan Normal University	10	1	1
Jilin University	5	0	4
Tongji University	6	7	2
Chengdu University of Traditional Chinese Medicine	8	3	2
Shantou University	3	3	1
Jiangxi University of Chinese Medicine	3	0	0
Northwest University	3	1	3
Xian Jiaotong University	3	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	5	3	5
Southwestern University of Finance and Economics	6	0	4
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University Finance and Economics	1	1	1
Southeast University	1	2	3
Donghua University	9	6	2
Wuhan University	11	6	22
Wuhan University of Technology	4	1	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	16	4	4
Nanjing University	2	1	9
Nanjing University of Chinese Medicine	36	11	7
Nanjing Normal University	19	8	9
Nanchang University	8	0	0
Nankai University	4	2	9
Xinghai Conservatory of Music	8	2	3
Chongqing University	27	7	9
Capital Normal University	0	1	3
Zhejiang University	2	2	3
Zhejiang Chinese Medical University	1	1	1
Zhejiang Normal University	6	1	2
Zhejiang Sci-Tech University	12	4	6
Hainan University	1	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shenzhen University	12	5	10
Tsinghua University	13	5	32
Fudan University	9	1	18
Hubei University	1	0	0
Hunan University	7	3	2
Hunan Normal University	13	6	5
Huazhong University of Science & Technology	6	1	2
Central China Normal University	11	4	8
East China University of Political Science and Law	6	1	12
East China Normal University	10	4	11
East China University of Science and Technology	5	4	4
South China Normal University	19	11	11
South China University of Technology	3	2	5
Huaqiao University	496	149	5
Jimei University	6	3	0
Yunnan University	0	0	1
Yunnan Normal University	6	2	0
Xiamen University	16	9	23
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	4	7
Jinan University	1 113	374	199
Fuzhou University	9	3	2
Fujian University of Traditional Chinese Medicine	2	2	2
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	2	0	0
Guangzhou University	6	1	0
Guangzhou University of Chinese Medicine	113	53	93
Guangzhou Academy of Fine Arts	11	0	3
Guangzhou Medical University	0	3	3
Guangxi University	2	0	0
Guangxi University of Chinese Medicine	22	6	3
Guangdong University of Technology	1	2	1
Guangdong University of Foreign Studies	5	1	3
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	3	1	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	7	1	6
Lanzhou University	1	0	0
Total	2 599	880	943

Mainland University Study Subsidy Scheme

**Breakdown of the number of students receiving subsidies by institution
in the 2022/23 academic year
(As at early March 2023)**

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	1	0	1
Shanghai University of Traditional Chinese Medicine	21	4	17
Shanghai International Studies University	4	2	11
Shanghai Jiao Tong University	1	0	8
Shanghai Normal University	4	5	2
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	1	1	0
Shandong University	17	9	11
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	113	38	62
Central Academy of Fine Arts	3	0	5
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	1	0	2
Central South University	7	3	10
Zhongnan University of Economics and Law	13	3	13
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	18	2	15
China Conservatory of Music	1	0	0
Ocean University of China	1	0	0
Communication University of China	0	1	4
Tianjin University	5	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	14	5	34
Beijing University of Chinese Medicine	48	10	62
Beijing Foreign Studies University	0	0	3
Beijing Institute of Fashion Technology	6	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University	4	2	5
Beijing Normal University, Zhuhai	1	0	0
Beijing Institute of Technology	1	0	2
Beijing University of Posts and Telecommunications	3	0	9
Beijing Film Academy	1	0	1
Beijing Language and Culture University	4	2	6
Beijing Sport University	5	1	3
Sichuan University	11	4	17
Sichuan Normal University	7	3	0
Jilin University	3	2	6
Tongji University	4	8	1
Chengdu University of Traditional Chinese Medicine	4	0	1
Shantou University	1	1	2
Northwest University	2	2	4
Xian Jiaotong University	4	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	8	2	7
Southwestern University of Finance and Economics	5	0	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	1	2
Donghua University	8	5	3
Wuhan University	13	5	19
Wuhan University of Technology	3	0	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	12	3	4
Nanjing University	5	0	7
Nanjing University of Chinese Medicine	25	8	6
Nanjing Normal University	16	8	11
Nanchang University	6	0	1
Nankai University	3	3	10
Xinghai Conservatory of Music	6	4	3
Chongqing University	26	8	5
Capital Normal University	1	0	2
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	0	1	0
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	10	3	3
Hainan University	1	0	1
Shenzhen University	20	4	12

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tsinghua University	11	2	27
Fudan University	8	2	15
Hubei University	1	0	0
Hunan University	10	2	12
Hunan Normal University	8	5	4
Xiangtan University	1	0	0
Huazhong University of Science & Technology	6	1	3
Central China Normal University	13	3	8
East China University of Political Science and Law	5	1	14
East China Normal University	9	3	7
East China University Science and Technology	3	4	5
South China Normal University	16	8	15
South China University of Technology	4	1	5
Huaqiao University	514	151	5
Jimei University	3	2	0
Yunnan University	0	0	2
Yunnan Normal University	7	1	0
Xiamen University	12	12	26
Wenzhou Medical University	1	0	1
University of Electronic Science and Technology of China	1	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	2	6
Jinan University	1 131	397	192
Fuzhou University	6	2	1
Fujian University of Traditional Chinese Medicine	1	0	1
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	1	0	0
Guangzhou University	3	1	0
Guangzhou University of Chinese Medicine	91	44	94
Guangzhou Academy of Fine Arts	9	0	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	14	1	3
Guangdong University of Technology	2	3	0
Guangdong University of Foreign Studies	5	0	4
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	1	1	0
Guangdong Medical University	1	0	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	3	0	6
Lanzhou University	1	0	0
Total	2 449	831	913

- End -

CONTROLLING OFFICER'S REPLY

EDB117

(Question Serial No. 1002)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (the National Security Law) was passed in 2020. To promote the awareness of national security, will the Government advise this Committee of the estimated expenditures on primary, secondary and post-secondary education in 2020-21, 2021-22, 2022-23 and 2023-24 respectively?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 9)

Reply:

The Education Bureau (EDB) has all along been adopting the “multi-pronged and co-ordinated” approach, which includes providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc., to fully support schools to plan and promote national security education (NSE) within and beyond the classroom in a holistic and systematic manner, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security as well as a sense of law-abidingness and responsibility.

Regarding school management and administration, EDB has provided schools with detailed administration and education guidelines. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures on safeguarding national security and promoting NSE. EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on the implementation of the related measures through school visits and daily communications with schools. EDB will also organise sharing sessions to facilitate professional sharing and experience exchange among schools to enhance the effectiveness in school planning and implementation of measures on safeguarding national security and NSE.

The expenditure involved in carrying out the various tasks set out above are subsumed under EDB's recurrent expenditure, and so no breakdown is available.

Post-secondary institutions have been implementing a series of measures since the 2021/22 academic year to incorporate national education and NSE into students' learning. In further pursuance of the aforementioned objectives, the Government has included whole-person development as one of the four strategic directions adopted in the 2022-25 triennium of the University Grants Committee (UGC), illustrating that instilling a strong sense of civic duty into students through values education at university level would help nurture graduates to become the future pillars of our society. Education on the Constitution, the Basic Law and NSE should also form an important part of the university curriculum, with a view to nurturing students into law-abiding and responsible citizens. In this connection, UGC-funded universities have responded positively with actions including the introduction of relevant courses that carry credits or form part of the graduation requirements since the 2022/23 academic year. Post-secondary institutions also offer students learning opportunities within and outside the classroom, which include organising seminars, sharing sessions, workshops, forums and study tours, etc. to enhance their awareness of our country's history and culture, constitutional order and the latest development in various aspects, thereby helping them gain a deeper understanding of our country, develop a stronger sense of national identity, and achieve an enhanced sense of national security, law-abidingness and civic duty. As post-secondary institutions may continue to flexibly utilise their resources to take forward the promotion of education and research on such topics as national education and NSE, a breakdown of the expenditure involved is not available. Since liaising with and rendering appropriate support to post-secondary institutions on related matters is part of EDB's routine, the manpower and expenditure involved are subsumed under the overall estimated expenditure and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB118

(Question Serial No. 1186)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

A number of tertiary institutions have organised short-term (summer) employment schemes in China or the Greater Bay Area offering Mainland internships to post-secondary students. Will the Government advise this Committee of the actual expenditures on these schemes prior to the epidemic in 2017-18, 2018-19 and 2019-20, and the estimated expenditure for 2023-24?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 13)

Reply:

The Education Bureau (EDB) subsidises post-secondary students to participate in short-term internship or learning experience on the Mainland through the Mainland Experience Scheme for Post-secondary Students with a view to encouraging them to understand through first-hand experience our country's prevailing social, economic and cultural landscapes. The number of students participating in the Mainland Experience Scheme for Post-secondary Students and the expenditures/estimates involved in the past 6 academic years (i.e. from the 2017/18 to 2022/23 academic years) and the coming academic year (i.e. the 2023/24 academic year) are as follows:

Academic year	No. of students[^]	Expenditure (\$ million)[@]
2017/18	2 700 ^{&}	8.4
2018/19	2 200 ^{&}	6.7
2019/20	700 ^{&}	1.8
2020/21	80 [*]	0.6 [^]
2021/22 [#]	100 ^{&}	0.8 [^]
2022/23 ⁺	600 ^{&}	13.6 [^]
2023/24 ⁺⁺	4 000	15

- △ Covers the Pilot Mainland Experience Scheme for Post-secondary Students (applicable to the 2017/18 and 2018/19 academic years) and Non-means-tested Mainland Experience Scheme for Post-secondary Students (applicable from the 2019/20 academic year onwards)
- @ Staff establishments and expenditures involved for the provision of the above scheme are subsumed under the recurrent expenditure of EDB
- & Rounded down to the nearest hundred
- * Rounded down to the nearest ten
- ^ With the suspension of exchange activities by institutions due to the COVID-19 epidemic, there was a drop in the number of post-secondary students participating in exchange programmes and expenditure in the 2020/21 and 2021/22 academic years. With full resumption of quarantine-free travel between Hong Kong and the Mainland since February this year, EDB has earmarked funding under the Non-means-tested Mainland Experience Scheme for Post-secondary Students to encourage institutions to fully resume exchange activities.
- # Actual figures revised from last year's estimates
- + Provisional figures
- ++ Estimated figures

In addition, the University Grants Committee (UGC) has allocated a total of \$50 million to the eight UGC-funded universities in 2019 to support them in organising various activities, such as exchange activities, internships, service learning and entrepreneurship and innovation activities, with a view to enhancing students' non-local learning experience and broadening their horizons. With full resumption of quarantine-free travel between Hong Kong and the Mainland since February 2023, the universities are making arrangements to resume various Mainland learning activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB119

(Question Serial No. 1187)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Vocational Training Council (VTC), please provide the following information –

- (1) the number/planned number of subvented vocational and professional education and training programmes offered by VTC member institutions and that of students in the past 3 academic years and the 2023/24 academic year, with a breakdown by mode of study (full-time/part-time), programme type and academic discipline; and
- (2) the number of VTC staff to date, with a breakdown by staff category, mode of employment, pay level and year of service; and the percentage of total staff remuneration over the expenditure of VTC.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 1)

Reply:

- (1) A breakdown of the number of publicly-funded vocational and professional education and training (VPET) programmes offered by the Vocational Training Council (VTC) and the number of students from the 2020/21 to 2023/24 academic years by mode of study (full-time/part-time), programme type and academic discipline is set out at Annex.
- (2) As of January 2023, the total number of staff employed by VTC is 5 092. A breakdown of the number of staff by staff category, mode of employment, pay level and year of service is tabulated below –

Staff Category	Number of staff employed under					
	Old remuneration package		New remuneration package		Short-term contract	
	Less than 5 years	5 years or above	Less than 5 years	5 years or above	Less than 5 years	5 years or above
Teaching	0	253	506	1 091	355	51
Administrative and supporting	0	625	821	990	383	17

The total staff remuneration accounts for about 75% of VTC's expenditure.

**Number of publicly-funded VPET programmes
offered by the VTC and number of students from the 2020/21 to 2023/24 academic years
by mode of study, programme type and academic discipline**

Mode of study	Programme type	Academic discipline	2020/21		2021/22		2022/23 (Provisional figures)		2023/24 (Estimate)	
			Number of programmes	Number of students	Number of programmes	Number of students	Number of programmes	Number of students	Number of programmes	Number of students
Full-time	Higher Diploma	Business	9	525	18	1 215	18	1 415	19	1 367
		Childcare, Elderly and Community Services	4	1 506	4	1 348	4	1 154	4	1 080
		Design	28	3 921	26	3 715	26	3 350	22	3 002
		Engineering	17	3 737	15	3 108	16	2 956	16	2 391
		Health and Life Sciences	19	2 091	19	2 079	20	1 983	18	1 768
		Hospitality	13	2 847	14	2 315	13	1 912	12	1 534
		Information Technology	14	2 414	14	2 340	12	2 327	12	2 017
		Inter-disciplinary ^{Note}	7	297	-	-	-	-	-	-
	Diploma of Foundation Studies	8	5 250	8	5 059	8	5 158	8	4 350	
	Diploma of Vocational Education/ Diploma of Vocational Baccalaureate	25	6 021	24	5 921	27	5 475	30	5 212	
Other Diplomas/Certificates	20	1 631	18	1 047	18	1 348	16	1 248		
Part-time	Higher Diploma	Business	-	-	-	-	1	6	1	21
		Design	-	-	1	5	1	6	1	14
		Engineering	9	1 151	10	1 194	10	1 209	10	1 105
		Health and Life Sciences	4	28	5	62	7	79	7	109
		Information Technology	1	10	2	40	3	82	3	114
	Diploma of Foundation Studies	1	19	1	5	1	1	1	15	
	Diploma of Vocational Education/ Diploma of Vocational Baccalaureate	25	3 540	24	3 105	27	2 772	34	2 554	
	Other Diplomas/Certificates	6	1 129	9	935	6	759	3	727	

Note: Starting from the 2021/22 academic year, VTC no longer offered interdisciplinary programmes, and the contents of such programmes have been incorporated into other related disciplines.

- End -

CONTROLLING OFFICER'S REPLY

EDB120

(Question Serial No. 1188)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2023-24, it is mentioned that the Training and Support Scheme (TSS) will continue to be implemented. In this connection, please advise this Committee of –

- (1) (a) the number of students, (b) the number of programmes and its ratio to all Vocational Training Council (VTC) programmes, (c) the ratio of graduates to all VTC graduates, and (d) the ratio of programme expenditure to the total expenditure of all VTC programmes in each academic year since the implementation of TSS; and
- (2) the publicity in place and the amount of provision earmarked for promoting TSS in 2023-24.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 2)

Reply:

- (1) The Government has implemented the Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised the TSS since the 2019/20 academic year. The numbers of TSS students, the numbers of TSS programmes and their percentages out of all VTC programmes, and the percentages of TSS graduates out of all VTC graduates in the past five years are tabulated below –

Academic year	No. of TSS students	No. of TSS programmes	Percentage out of all VTC programmes	
			No. of programmes	No. of graduates
2017/18	1 253	34	11.4%	3.1%
2018/19	1 124	37	12.1%	5.5%
2019/20	896	38	12.1%	6.7%
2020/21	1 062	41	12.8%	7.5%
2021/22	957	43	14.9%	6.3%

Since the expenditure of TSS programmes is subsumed within the overall programme expenditure, a breakdown is not available.

- (2) To enhance the public's understanding of the TSS, VTC has been promoting it through different channels. In the 2022/23 academic year, VTC, as in the past, promotes the importance of vocational and professional education and training (VPET) and the TSS to employers, students, parents, young people and the general public through various channels. For instance, relevant information is disseminated to the public through press and transport advertising; publicity targeting young people and students are made through advertisements published in social media, various institutions, portal websites and search engines and through education exhibitions; while participation and support is sought from employers and industries through various training boards and by means of online seminars and briefing sessions. In addition, to further promote the Apprenticeship Scheme and the TSS to students and the public, VTC has organised the "Earn and Learn Day" starting from the 2022/23 academic year. Through careers expos and seminars, students and the public will learn more about the Apprenticeship Scheme and TSS. VTC will continue to promote TSS by using the above strategies in 2023-24.

Since the expenditure involved in promoting the TSS is subsumed within the overall publicity expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB121

(Question Serial No. 1189)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the operation of all local kindergartens (KGs), please advise this Committee of the following –

- (1) the number of KGs that ceased operation due to under-enrolment in each of the past 3 years, with a breakdown by district and school type; and the numbers of teachers and students thus affected; and
- (2) given the double impact of the persisting COVID-19 epidemic and decreasing number of school-age children, quite a number of KGs are facing difficulty in student enrolment, please advise whether any mechanism is in place for the Administration to communicate regularly with the relevant sector to learn about the situation faced by KGs as well as frontline teachers and students; and the specific support measures in place to provide timely assistance to KGs in order to reduce the risk of school closures and the corresponding impact on school staff, students and their families.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 3)

Reply:

(1)

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters. We do not have information regarding the number of KGs that ceased operation due to under-enrolment, and the number of school staff and students who were affected by school closures. The number of KGs that ceased operation due to different reasons by district and school type in the past three school years is tabulated as follows –

District	2020/21 school year (Note 1)		2021/22 school year (Note 2)		2022/23 school year (Note 3)	
	KGs joining the KG Education Scheme (the Scheme)	KGs not joining the Scheme	KGs joining the Scheme	KGs not joining the Scheme	KGs joining the Scheme	KGs not joining the Scheme
Central & Western	0	1	0	1	0	0
Wan Chai	0	0	0	0	0	0
Eastern	0	0	3	5	0	0
Southern	0	1	0	2	0	1
Sham Shui Po	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	1	0	0
Kowloon City	0	2	1	0	1	0
Wong Tai Sin	1	1	0	0	1	0
Kwun Tong	0	0	0	0	1	0
Tsuen Wan	0	2	0	0	0	0
Tuen Mun	1	1	2	0	0	0
Yuen Long	0	0	0	1	0	0
North	1	0	1	0	0	0
Tai Po	0	1	1	1	0	0
Sha Tin	0	0	1	0	1	0
Sai Kung	1	1	0	0	0	0
Islands	0	0	0	0	0	0
Kwai Tsing	0	1	0	1	0	0
Total	4	11	9	12	4	1

Notes:

1. Figures include 5 KGs merging with other KGs.
2. Figures include 3 KGs merging with other KGs.
3. Figures for the 2022/23 school year reflect the position as at February 2023.

(2)

Since implementation of the Scheme from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to about \$6 billion per year in recent years. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the sector, and supporting the sustainable development of KGs in various ways. For instance, during the epidemic, several rounds of one-off subsidies have been provided to support KGs' anti-epidemic work. As for the subsidies provided in the 2022/23 school year, they serve mainly to facilitate KGs' further development. The measures include enhancing support for KGs to promote students' learning of Chinese culture, assisting KGs in digitalising school administration and enhancing

work efficiency, support for KGs to continue improving the ventilation of school premises and encouraging more KGs to relocate for further improvement of their school environment. The Education Bureau will also provide additional grants to all KGs joining the Scheme to facilitate the organisation of more experiential learning activities outside classroom for students and employment of supply teachers as temporary relief due to illness, among others, to further enhance the quality of KG education. We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB122

(Question Serial No. 1190)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the support provided for schools for the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) or the “Chinese Language Curriculum Second Language Adapted Learning Framework (for non-Chinese speaking (NCS) Students with Intellectual Disabilities)” (“Adapted Framework”), will the Government inform this Committee of the following:

- (1) the number of NCS students by grade level and ethnicity and the percentage of NCS students among all students studying in public sector and Direct Subsidy Scheme (DSS) primary, secondary and special schools in the past 3 school years; and
- (2) whether it is aware of the latest progress and effectiveness of schools’ implementation of the “Learning Framework” and the “Adapted Framework”; whether new measures will be introduced to step up efforts in implementing the “Learning Framework” and the “Adapted Framework” so as to further enhance the Chinese learning ability of NCS students; if yes, of the details and the estimated expenditure involved; if no, of the reasons?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 4)

Reply:

- (1) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. According to the information collected through the annual Enrolment Survey, the percentage of NCS students studying in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools and special schools among all students from the 2019/20 to 2021/22 school years is tabulated below –

	2019/20 school year	2020/21 school year	2021/22 school year
Primary schools	3.2%	3.3%	3.5%
Secondary schools	3.2%	3.3%	3.4%
Special schools	5.3%	5.8%	6.2%

The number of NCS ethnic minority students studying in public sector and DSS primary schools, public sector and DSS secondary schools and special schools by ethnicity in the past 3 school years is set out at [Annex 1](#), [Annex 2](#) and [Annex 3](#) respectively.

(2) Starting from the 2014/15 school year, all public sector primary and secondary schools and DSS primary and secondary schools offering the local curriculum admitting 10 or more NCS students, as well as special schools admitting 6 or more NCS students are provided with an additional funding ranging from about \$0.65 million to about \$1.5 million per year depending on the number of NCS students admitted, to adopt diversified intensive learning and teaching modes as appropriate, with a view to enhancing the effectiveness of NCS students' learning of Chinese. In addition to the substantial increase in the additional funding to schools, the Education Bureau (EDB) has provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of Chinese, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools and the creation of an inclusive learning environment in schools. The "Learning Framework" has provided steps and methods for learning and teaching, and assessment according to the needs of NCS students in learning Chinese as a second language. With reference to the "Learning Framework", teachers can set learning targets, learning progress and expected learning outcomes on reading, writing, listening and speaking, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities so as to help them learn Chinese progressively. After conducting a review, EDB revised the "Learning Framework" (which was uploaded to the EDB webpage in January 2019) based on the feedback of the teachers and updated the relevant teaching resources as well as tests and exercises for students (e.g. the "Chinese Language Assessment Tools for NCS Students").

Schools need to review the learning progress of their NCS students at different learning stages so described in the "Learning Framework" and adjust the learning targets and teaching strategies as appropriate. Also, schools are required to conduct self-evaluation of the implementation of their school-based support measures every year. Most of the schools consider that with the provision of the additional funding, there has been progress in the implementation of various school-based measures, which include enhancing the professional capacity of teachers in teaching Chinese to NCS students, developing school-based curriculum/teaching materials as well as adopting and adapting the complementary resources (including making reference to EDB's teaching resources and making adaptations as appropriate, developing school-based teaching materials based on the "Learning Framework", and/or adopting teaching materials published by publishers, universities/post-secondary institutions), and setting appropriate learning targets for students with reference to the "Learning Framework", etc.

As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 students), they might also apply for an additional funding of \$50,000 on a need basis to offer after-school Chinese language support programmes up to the 2019/20 school year. Starting from the 2020/21 school year, EDB has provided a new funding mode for public sector primary and secondary schools and DSS primary and secondary schools offering the local curriculum admitting 1 to 9 NCS students, as well as special schools admitting less than 6 NCS students, under which these schools are provided with an additional funding of about \$0.15 million or about \$0.3 million per year depending on the number of NCS students admitted. The support measures for NCS students' learning of Chinese (including the implementation of the "Learning Framework") and the estimated expenditure involved in the 2022/23 school year are tabulated at [Annex 4](#).

Generally speaking, special schools not offering an ordinary school curriculum make reference to the "Chinese Language Curriculum Second Language Adapted Learning Framework (for NCS Students with Intellectual Disabilities)" ("Adapted Framework"). The schools implement the "Learning Framework" and/or the "Adapted Framework" in light of NCS students' performance in learning the Chinese language, and render the support in line with the "Individual Education Plans" to strengthen the support for their NCS students. In response to the views of different stakeholders, the "Adapted Framework" was revised and published in June 2021 for teachers' reference and use. To further support NCS students with intellectual disabilities to learn Chinese, "Teaching resources with examples for designing modules for Chinese learning of NCS students with intellectual disabilities" was also published in the same year to support special schools' implementation of the "Adapted Framework" and planning of their school-based curriculum with the supporting resources.

EDB has all along been developing diversified learning and teaching resources to provide teachers with guidance and support in curriculum planning, learning and teaching, and assessment. All these resources have been uploaded to the EDB webpage and will be updated on an ongoing basis. Among others, EDB has developed a set of learning and teaching materials, including student textbooks, workbooks and teaching reference materials, for NCS students at the primary level. The materials have been uploaded to the EDB webpage and distributed to schools. Schools may adapt these materials with reference to their curriculum to cater for the diverse learning needs of NCS students. EDB will continue to organise relevant professional development programmes to enhance teachers' professional capacity.

The education measure for NCS students to learn the Chinese language using Cantonese is unique to Hong Kong. The measure will be refined on a need basis while it takes time for such a measure to take root. Besides, we need to understand that the learning effectiveness of NCS students is also affected by other factors (such as parents' expectation and cooperation, and students' learning attitude). It is therefore neither possible nor appropriate to assess the effectiveness of the measures solely based on the improvement of the Chinese proficiency of NCS students. EDB will continue collecting and taking into consideration the views and information provided by teachers and other stakeholders such as principals and language experts, etc., so as to refine the "Learning Framework" as necessary.

**Number of non-Chinese speaking (NCS) ethnic minority students
studying in public sector and Direct Subsidy Scheme (DSS) primary schools by grade level and ethnicity
from the 2019/20 to 2021/22 school years**

	Primary 1			Primary 2			Primary 3		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Filipino	219	222	205	208	219	230	212	219	208
Indian	208	223	229	200	215	215	170	200	214
Indonesian	44	46	30	36	42	46	33	35	47
Japanese	16	39	27	31	16	33	18	32	16
Korean	15	15	10	20	16	16	14	22	14
Nepalese	324	299	318	310	321	305	320	303	319
Pakistani	480	459	467	507	495	478	567	536	501
Thai	27	31	33	30	35	39	32	31	33
Other Asian	44	60	61	43	54	53	31	52	54
White	112	123	115	113	109	125	107	105	108
Others	106	147	158	86	113	140	91	85	116
Total	1 595	1 664	1 653	1 584	1 635	1 680	1 595	1 620	1 630

	Primary 4			Primary 5			Primary 6		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Filipino	242	209	225	214	239	205	228	217	234
Indian	173	173	197	183	169	173	159	182	164
Indonesian	30	31	33	28	31	31	27	27	28
Japanese	25	19	27	24	23	18	14	25	20
Korean	10	13	23	11	11	14	13	10	6
Nepalese	320	322	309	340	309	317	279	331	310
Pakistani	551	576	540	535	547	573	562	538	542
Thai	27	34	36	33	27	35	28	32	27
Other Asian	35	40	47	43	41	36	40	45	38
White	115	97	87	84	110	81	76	84	83
Others	67	79	85	70	66	87	55	70	69
Total	1 595	1 593	1 609	1 565	1 573	1 570	1 481	1 561	1 521

Notes:

1. Figures (other than those of the 2020/21 school year, which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years.
2. Figures include public sector and DSS primary schools, but not special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures exclude students whose ethnicity is not Chinese, but use Chinese as the spoken language at home.

**Number of non-Chinese speaking (NCS) ethnic minority students
studying in public sector and Direct Subsidy Scheme (DSS) secondary schools by grade level and ethnicity
from the 2019/20 to 2021/22 school years**

	Secondary 1			Secondary 2			Secondary 3		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Filipino	265	245	252	231	268	236	242	238	266
Indian	241	238	265	227	239	228	229	221	229
Indonesian	20	26	29	17	23	26	16	15	25
Japanese	19	25	23	19	17	27	15	14	17
Korean	19	12	12	10	13	14	17	9	13
Nepalese	272	279	347	230	279	267	208	227	274
Pakistani	629	629	610	582	646	622	562	582	628
Thai	44	28	35	27	44	29	38	29	44
Other Asian	51	37	52	49	56	42	52	55	55
White	55	48	69	33	56	40	42	32	46
Others	119	116	105	113	107	111	115	104	103
Total	1 734	1 683	1 799	1 538	1 748	1 642	1 536	1 526	1 700

	Secondary 4			Secondary 5			Secondary 6		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Filipino	257	249	246	251	240	231	248	247	233
Indian	213	228	229	199	206	212	205	191	202
Indonesian	20	14	13	17	19	9	11	17	20
Japanese	17	14	17	5	13	15	8	5	12
Korean	14	16	11	4	15	13	9	3	15
Nepalese	262	206	236	213	253	198	198	202	241
Pakistani	501	567	571	541	468	514	434	514	433
Thai	29	35	22	22	26	31	19	19	20
Other Asian	33	50	46	41	26	44	25	38	26
White	56	43	30	27	38	41	21	22	36
Others	99	110	97	77	79	92	53	71	72
Total	1 501	1 532	1 518	1 397	1 383	1 400	1 231	1 329	1 310

Notes:

1. Figures (other than those of the 2020/21 school year, which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years.
2. Figures include public sector and DSS secondary schools (one DSS secondary school offering only non-local curriculum is excluded as information on the ethnicity of its NCS students is not provided), but not special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures exclude students whose ethnicity is not Chinese, but use Chinese as the spoken language at home.

**Number of non-Chinese speaking (NCS) ethnic minority students
studying in special schools by ethnicity
from the 2019/20 to 2021/22 school years**

	2019/20	2020/21	2021/22
Filipino	71	74	71
Indian	26	34	37
Indonesian	11	11	13
Japanese	7	7	8
Korean	4	6	5
Nepalese	73	87	107
Pakistani	153	158	167
Thai	4	8	10
Other Asian	13	21	28
White	17	17	17
Others	24	24	27
Total	403	447	490

Notes:

1. It is a common practice for special schools to adopt flexible groupings across grade levels and devise individualised education programmes to cater for the special educational needs of individual students. Presenting the number of students by grade level cannot reflect the actual operation in special schools.
2. Figures refer to the position as at mid-September of the respective school years.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above do not include students whose ethnicity is not Chinese, but use Chinese as the spoken language at home.
4. Figures above do not include students from the Hospital School due to the transitional nature of its education services.

**Support measures for non-Chinese speaking (NCS) students’
learning of Chinese and the estimated expenditure in the 2022/23 school year**

Support measure	2022/23 school year Revised estimate (\$ million) (Note 1)
Increasing the funding to schools on a tiered basis according to the number of NCS students admitted, and enhancing school-based professional support services to facilitate schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and support for NCS students’ learning of Chinese, as well as the creation of an inclusive learning environment in schools	381.5
Provision of Student Grant for Applied Learning Chinese (for NCS students)	7.0
Development of the “Learning Framework” and the supporting learning and teaching materials	3.0
Development of the “Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)” and the supporting learning and teaching materials. The measure has been implemented starting from the 2019/20 school year	2.0
Organising district-based programmes in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	2.9
Provision of training programmes for Chinese Language teachers teaching NCS students	(Note 2)
Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for kindergartens (KGs) and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students	9.2
Enhancing the subsidy for KGs admitting NCS students with a 5-tiered subsidy which is provided based on the number of NCS students admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS students	132.4
Provision of specific training courses on supporting NCS students for KG teachers (Note 3)	1.7
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children	0.5 (Note 4)
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers	0.6 (Note 5)

Support measure	2022/23 school year Revised estimate (\$ million) (Note 1)
Provision of a series of parent education programmes for parents of NCS students to help them support their children’s learning, encourage their children to master the Chinese language and help them have a more comprehensive understanding of the multiple pathways available to their children	3.6 (Note 6)
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a “subsidised examination fee” on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language)	7.9 (Note 7)

Notes:

1. As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB’s overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
2. As the programmes are subsumed under EDB’s recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
3. Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses for supporting NCS students has been included in the revised estimate.
4. The summer holidays had been advanced to March and April 2022 and the 2021/22 school year was extended to August 2022. As a result, the duration of and number of students enrolled for the 2022/23 Summer Bridging Programme (which took place before the 2022/23 school year commenced) were lower.
5. The expense is the expenditure of teacher workshops. In view of a series of enhanced support measures provided for NCS students in learning the Chinese Language in recent years, the resources have been consolidated after review to ensure that resources are used in a more effective manner. In the 2022/23 school year, the support services provided by Chinese Language Learning Support Centres only include teacher workshops.
6. The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
7. With the Government paying the examination fees for school candidates of the 2023 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2022/23 school year is waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB123

(Question Serial No. 1191)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please set out the following for each of the past 3 academic years with a breakdown by name of institution and academic programme category –

- (1) the numbers of places and actual intakes of the undergraduate, associate degree and higher diploma programmes funded by the University Grants Committee, and the average monthly salary of their graduates;
- (2) the numbers of places, actual intakes and drop-outs of various publicly-funded programmes offered by the Vocational Training Council, and the average monthly salary of their graduates; and
- (3) the numbers of places, actual intakes and the amount of tuition fees of the undergraduate, senior year top-up degree, associate degree and higher diploma programmes offered by various self-financing post-secondary institutions and self-financing universities, and the average monthly salary of their graduates.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 5)

Reply:

(1)

The total number of approved intake places of sub-degree (including Associate Degree and Higher Diploma) and undergraduate programmes of the University Grants Committee (UGC)-funded universities from the 2020/21 to 2022/23 academic years are set out in the table below–

UGC-funded sub-degree (including Associate Degree and Higher Diploma) programmes

University	Approved Intake Places (Full-time equivalent)		
	2020/21 Academic Year	2021/22 Academic Year	2022/23 Academic Year
City University of Hong Kong	432	432	-
The Education University of Hong Kong	580	580	565
The Hong Kong Polytechnic University	597	597	-
Total	1 609	1 609	565

UGC-funded first-year-first-degree (FYFD) programmes

University	Approved Intake Places (Full-time equivalent)		
	2020/21 Academic Year	2021/22 Academic Year	2022/23 Academic Year
City University of Hong Kong	2 095	2 095	2 062
Hong Kong Baptist University	1 148	1 148	1 112
Lingnan University	521	521	511
The Chinese University of Hong Kong	3 257	3 257	3 256
The Education University of Hong Kong	609	609	603
The Hong Kong Polytechnic University	2 322	2 322	2 351
The Hong Kong University of Science and Technology	2 034	2 034	2 065
University of Hong Kong	3 014	3 014	3 040
Total	15 000	15 000	15 000

UGC-funded senior year undergraduate programmes

University	Approved Intake Places (Full-time equivalent)		
	2020/21 Academic Year	2021/22 Academic Year	2022/23 Academic Year
City University of Hong Kong	1 395	1 395	900
Hong Kong Baptist University	646	646	790
Lingnan University	130	130	195
The Chinese University of Hong Kong	404	404	423
The Education University of Hong Kong	184	184	424
The Hong Kong Polytechnic University	1 750	1 750	1 750
The Hong Kong University of Science and Technology	151	151	158
University of Hong Kong	340	340	360
Total	5 000	5 000	5 000

Other UGC-funded undergraduate programmes (e.g. part-time undergraduate programmes for in-service non-graduate teachers)

University	Approved Intake Places (Full-time equivalent)		
	2020/21 Academic Year	2021/22 Academic Year	2022/23 Academic Year
Hong Kong Baptist University	40	40	-
The Education University of Hong Kong	334	334	334
Total	374	374	334

The breakdowns by broad academic programme category (APC) of the actual student enrolment of sub-degree and undergraduate programmes in each university are set out at [Annex 1](#) and [Annex 2](#) respectively. Under the existing mechanism, UGC allocates recurrent grants to the eight UGC-funded universities in the form of a block grant, normally on a triennial basis. The Government only determines the approved student number targets by university and by study level for the triennium. Except for the disciplines of education and healthcare, the Government does not specify the number of student places for individual APCs. Universities may, under the principle of institutional autonomy, determine the programmes to be offered and the allocation of student places among different disciplines. Universities may also over-enrol students up to a certain limit, on a cost-neutral basis, particularly to take in non-local FYFD students who are accounted for outside of the approved student number targets.

According to the graduate employment surveys conducted by UGC-funded universities in the December following the end of the relevant academic year, the average annual salaries of graduates of full-time employment of UGC-funded sub-degree and undergraduate programmes in the 2019/20 and 2020/21 academic years are as follows –

UGC-funded sub-degree (including Associate Degree and Higher Diploma) programmes

University	Average Annual Salary ^{Note}	
	2019/20 Academic Year	2020/21 Academic Year
City University of Hong Kong	\$180,000	\$255,000
The Education University of Hong Kong	\$196,000	\$211,000
The Hong Kong Polytechnic University	\$194,000	\$206,000

UGC-funded undergraduate programmes

University	Average Annual Salary ^{Note}	
	2019/20 Academic Year	2020/21 Academic Year
City University of Hong Kong	\$210,000	\$243,000
Hong Kong Baptist University	\$214,000	\$227,000
Lingnan University	\$181,000	\$205,000
The Chinese University of Hong Kong	\$319,000	\$329,000
The Education University of Hong Kong	\$318,000	\$322,000
The Hong Kong Polytechnic University	\$250,000	\$253,000
The Hong Kong University of Science and Technology	\$264,000	\$280,000
University of Hong Kong	\$336,000	\$349,000

Note: Figures include commission and other cash allowances (e.g. double pay, year-end payment or bonus, etc.). The survey results for the 2021/22 academic year are not yet available.

(2)

The numbers of intake places, actual intakes and drop-outs of full-time subvented programmes offered by the Vocational Training Council from the 2020/21 to 2022/23 academic years and the average annual salaries of graduates of these programmes from the 2019/20 to 2021/22 academic years are set out at **Annex 3** and **Annex 4** respectively.

(3)

The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree (including Associate Degree and Higher Diploma), FYFD and top-up degree programmes by institution from the 2020/21 to 2022/23 academic years are at **Annexes 5 to 7**. The actual intakes of these programmes by area of study are set out at **Annex 8**. The Education Bureau does not maintain information on the estimated intake places and tuition fees by area of study.

According to the graduate employment surveys conducted by respective self-financing institutions, the average annual salaries of graduates in full-time employment of full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2019/20 to 2020/21 academic years are set out at **Annex 9**. Relevant information for the 2021/22 academic year is not yet available from relevant institutions pending completion of their graduate employment surveys. The relevant institutions have not provided information on the average annual salaries of graduates by area of study.

**Actual Student Enrolment of UGC-funded Sub-degree Programmes
by University and Broad Academic Programme Category
in the 2020/21 to 2022/23 Academic Years**

(Full-time equivalent)

Academic Year	University	Broad Academic Programme Category (APC)	Actual Student Enrolment⁴
2020/21	CityU	Engineering and Technology	131
		Sub-total	131
	EdUHK	Sciences	0
		Social Sciences	3
		Arts and Humanities	15
		Education	319
		Sub-total	338
	PolyU	Sciences	81
		Engineering and Technology	446
		Broad APC	527
	Total		996
2021/22	CityU	Engineering and Technology	120
		Sub-total	120
	EdUHK	Sciences	0
		Social Sciences	5
		Arts and Humanities	13
		Education	313
		Sub-total	332
	PolyU	Sciences	78
		Engineering and Technology	491
		Broad APC	569
	Total		1 021
2022/23 (Provisional figures)	EdUHK	Social Sciences	6
		Arts and Humanities	12
		Education	325
		Sub-total	344
	Total		344

Notes:

1. UGC does not collect the breakdowns on Associate Degree and Higher Diploma programmes which are both sub-degree programmes.

2. Since some UGC-funded programmes are mapped to more than one APC, students of these programmes are counted across the APCs concerned on a pro-rata basis. Thus, the student enrolment of some APCs are decimal figures which are rounded to the nearest whole number. As such, the figures may not add up to the actual totals. The figure zero represents less than 0.5.
3. “-” denotes nil.
4. Figures include the number of approved intake places and the number of over/under-enrolment. Universities may over-enrol students up to a certain limit on a cost-neutral basis.
5. Abbreviations:

CityU	City University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University

**Actual Student Enrolment of UGC-funded Undergraduate Programmes
by University and Broad Academic Programme Category
from the 2020/21 to 2022/23 Academic Years**

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category (APC)	Actual Student Enrolment ³		
			First-year-first-degree (FYFD) Programme	Senior Year Undergraduate Programme	Other Degree Programme
2020/21	CityU	Medicine, Dentistry and Health	74	-	-
		Sciences	592	93	-
		Engineering and Technology	443	75	-
		Business and Management	822	338	-
		Social Sciences	346	260	-
		Arts and Humanity	213	228	-
		Sub-total	2 489	994	-
	HKBU	Medicine, Dentistry and Health	48	-	-
		Sciences	276	126	-
		Business and Management	269	155	-
		Social Sciences	384	195	-
		Arts and Humanity	291	209	-
		Education	84	27	15
		Sub-total	1 352	712	15
	LU	Sciences	22	-	-
		Business and Management	202	41	-
		Social Sciences	125	89	-
		Arts and Humanity	264	13	-
		Sub-total	614	143	-
	CUHK	Medicine, Dentistry and Health	641	118	-
		Sciences	708	65	-
		Engineering and Technology	553	7	-
		Business and Management	662	15	-
		Social Sciences	643	62	-
		Arts and Humanity	425	99	-
		Education	65	38	-
		Sub-total	3 698	402	-
	EdUHK	Sciences	87	12	5
		Business and Management	9	3	0
		Social Sciences	62	69	4
		Arts and Humanity	269	86	19

Academic year	University	Broad Academic Programme Category (APC)	Actual Student Enrolment ³			
			First-year-first-degree (FYFD) Programme	Senior Year Undergraduate Programme	Other Degree Programme	
		Education	263	45	324	
		Sub-total	690	215	352	
	PolyU	Medicine, Dentistry and Health	734	55	-	
		Sciences	400	231	-	
		Engineering and Technology	913	695	-	
		Business and Management	701	429	-	
		Social Sciences	62	74	-	
		Arts and Humanity	218	287	-	
		Sub-total	3 027	1 771	-	
		HKUST	Sciences	681	27	-
	Engineering and Technology		859	60	-	
	Business and Management		749	55	-	
	Social Sciences		191	11	-	
	Arts and Humanity		27	-	-	
	Sub-total		2 507	153	-	
	HKU	Medicine, Dentistry and Health	771	26	-	
		Sciences	633	97	-	
		Engineering and Technology	787	44	-	
		Business and Management	445	36	-	
		Social Sciences	800	84	-	
		Arts and Humanity	462	64	-	
		Education	65	72	-	
		Sub-total	3 963	423	-	
	Total			18 340	4 813	367
	2021/22	CityU	Medicine, Dentistry and Health	67	-	-
			Sciences	627	89	-
			Engineering and Technology	420	61	-
Business and Management			895	392	-	
Social Sciences			376	368	-	
Arts and Humanity			222	268	-	
Sub-total			2 607	1 178	-	
HKBU			Medicine, Dentistry and Health	50	-	-
		Sciences	292	106	-	
		Business and Management	261	157	-	
		Social Sciences	418	210	-	
		Arts and Humanity	294	210	-	
		Education	89	30	14	
		Sub-total	1 404	713	14	

Academic year	University	Broad Academic Programme Category (APC)	Actual Student Enrolment ³		
			First-year-first-degree (FYFD) Programme	Senior Year Undergraduate Programme	Other Degree Programme
	LU	Sciences	22	-	-
		Business and Management	237	41	-
		Social Sciences	126	96	-
		Arts and Humanity	283	14	-
		Sub-total	669	151	-
	CUHK	Medicine, Dentistry and Health	659	113	-
		Sciences	725	59	-
		Engineering and Technology	555	8	-
		Business and Management	700	18	-
		Social Sciences	660	55	-
		Arts and Humanity	442	111	-
		Education	71	38	-
		Sub-total	3 812	401	-
	EdUHK	Sciences	95	9	5
		Business and Management	10	2	0
		Social Sciences	86	73	12
		Arts and Humanity	262	67	25
		Education	286	41	312
		Sub-total	739	192	355
	PolyU	Medicine, Dentistry and Health	753	55	-
		Sciences	399	220	-
		Engineering and Technology	996	686	-
		Business and Management	692	424	-
		Social Sciences	74	74	-
		Arts and Humanity	238	304	-
		Sub-total	3 152	1 762	-
	HKUST	Sciences	744	34	-
		Engineering and Technology	887	58	-
		Business and Management	828	57	-
		Social Sciences	230	11	-
Arts and Humanity		35	-	-	
Sub-total		2 725	161	-	
HKU	Medicine, Dentistry and Health	778	26	-	
	Sciences	567	95	-	
	Engineering and Technology	736	46	-	
	Business and Management	475	24	-	
	Social Sciences	839	78	-	
	Arts and Humanity	462	69	-	

Academic year	University	Broad Academic Programme Category (APC)	Actual Student Enrolment ³		
			First-year-first-degree (FYFD) Programme	Senior Year Undergraduate Programme	Other Degree Programme
		Education	64	74	-
		Sub-total	3 921	412	-
		Total	19 029	4 970	369
2022/23 (Provisional figures)	CityU	Medicine, Dentistry and Health	69	-	-
		Sciences	599	58	-
		Engineering and Technology	454	62	-
		Business and Management	848	325	-
		Social Sciences	364	247	-
		Arts and Humanity	204	184	-
		Sub-total	2 538	876	-
	HKBU	Medicine, Dentistry and Health	70	-	-
		Sciences	320	112	-
		Engineering and Technology	1	-	-
		Business and Management	254	203	-
		Social Sciences	436	253	-
		Arts and Humanity	295	272	-
		Education	35	29	-
		Sub-total	1 411	869	-
	LU	Sciences	29	4	-
		Engineering and Technology	6	-	-
		Business and Management	215	51	-
		Social Sciences	134	100	-
		Arts and Humanity	276	51	-
		Sub-total	660	206	-
	CUHK	Medicine, Dentistry and Health	659	112	-
		Sciences	834	72	-
		Engineering and Technology	551	3	-
		Business and Management	697	16	-
		Social Sciences	689	60	-
		Arts and Humanity	434	104	-
		Education	65	51	-
		Sub-total	3 928	417	-
	EdUHK	Medicine, Dentistry and Health	10	9	-
		Sciences	87	30	6
		Engineering and Technology	22	15	-
		Business and Management	8	1	-
Social Sciences		78	114	12	

Academic year	University	Broad Academic Programme Category (APC)	Actual Student Enrolment ³		
			First-year-first-degree (FYFD) Programme	Senior Year Undergraduate Programme	Other Degree Programme
		Arts and Humanity	261	165	27
		Education	274	131	305
		Sub-total	740	465	350
	PolyU	Medicine, Dentistry and Health	816	56	-
		Sciences	405	206	-
		Engineering and Technology	1 088	715	-
		Business and Management	660	423	-
		Social Sciences	71	76	-
		Arts and Humanity	263	305	-
		Sub-total	3 302	1 780	-
	HKUST	Sciences	758	28	-
		Engineering and Technology	857	59	-
		Business and Management	757	63	-
		Social Sciences	220	13	-
		Arts and Humanity	33	-	-
		Sub-total	2 624	162	-
	HKU	Medicine, Dentistry and Health	862	25	-
		Sciences	731	102	-
		Engineering and Technology	869	34	-
		Business and Management	496	24	-
		Social Sciences	786	77	-
		Arts and Humanity	445	72	-
		Education	43	80	-
		Sub-total	4 232	414	-
	Total		19 435	5 189	350

Notes:

1. Since some UGC-funded programmes are mapped to more than one APC, students of these programmes are counted across the APCs concerned on a pro-rata basis. Thus, the student enrolment of some APCs are decimal figures which are rounded to the nearest whole number. As such, the figures may not add up to the actual totals. The figure zero represents less than 0.5.
2. “-” denotes nil.
3. The figures include the number of approved intake places and the number of over/under-enrolment. Universities may over-enrol students up to a certain limit on a cost-neutral basis, particularly to take in non-local FYFD students who are accounted for outside of the approved student number targets.
4. Abbreviations:
 - CityU City University of Hong Kong
 - HKBU Hong Kong Baptist University
 - LU Lingnan University
 - CUHK The Chinese University of Hong Kong
 - EdUHK The Education University of Hong Kong
 - PolyU The Hong Kong Polytechnic University
 - HKUST The Hong Kong University of Science and Technology
 - HKU University of Hong Kong

Numbers of Intake Places, Actual Intakes and Drop-outs of Full-time Subvented Programmes Offered by the Vocational Training Council (VTC) by Academic Discipline from the 2020/21 to 2022/23 Academic Years

Programme Type	Academic Discipline	2020/21 Academic Year			2021/22 Academic Year			2022/23 Academic Year		
		Number of Intake Places	Number of Fresh Intakes	Number of Drop-outs	Number of Intake Places	Number of Fresh Intakes	Number of Drop-outs	Number of Intake Places	Number of Fresh Intakes [#]	Number of Drop-outs
Higher Diploma	Business	360	454	58	660	765	107	720	747	-
	Childcare, Elderly and Community Services	720	741	125	710	657	105	670	587	-
	Design	1 890	1 892	318	1 760	1 797	361	1 710	1 731	-
	Engineering	1 800	1 630	261	1 540	1 505	275	1 450	1 461	-
	Health and Life Sciences	930	1 057	158	1 020	1 044	196	1 040	1 011	-
	Hospitality	1 470	1 221	182	1 140	1 068	165	1 010	829	-
	Information Technology	1 170	1 221	274	1 170	1 259	288	1 160	1 258	-
	Inter-disciplinary [*]	180	150	26	-	-	-	-	-	-
Diploma of Foundation Studies	4 350	5 018	394	4 350	4 872	497	4 350	4 955	-	
Diploma of Vocational Education / Diploma of Vocational Baccalaureate	3 315	3 133	1 251	2 950	3 425	1 220	2 970	3 052	-	
Other Diplomas / Certificates	960	1 303	275	944	596	152	962	802	-	

Notes:
^{*} Since the 2021/22 academic year, VTC has no longer offered inter-disciplinary programmes, and the contents of such programmes have been incorporated into other related disciplines.
[#] Figures as at 15 October 2022.

**Average Monthly Salaries of Graduates of Full-time Subvented VTC Programmes
by Academic Discipline from the 2019/20 to 2021/22 Academic Years**

Programme Type	Academic Discipline	Average Monthly Income[^] in the 2019/20 Academic Year (HK\$)	Average Monthly Income[^] in the 2020/21 Academic Year (HK\$)	Average Monthly Income[^] in the 2021/22 Academic Year (HK\$)
Higher Diploma	Business	12,464	15,192	As the graduate employment survey is underway, information on the average monthly income is not yet available.
	Childcare, Elderly and Community Services	13,545	15,177	
	Design	12,851	13,990	
	Engineering	15,153	16,124	
	Health and Life Sciences	13,196	15,378	
	Hospitality	14,058	14,755	
	Information Technology	13,622	14,994	
	Inter-disciplinary	13,000	15,795	
Diploma of Foundation Studies	13,883	15,046		
Diploma of Vocational Education / Diploma of Vocational Baccalaureate	12,467	13,138		
Other Diplomas/Certificates	14,221	15,499		

Note:

[^] Figures are based on the annual graduate employment surveys.

**Estimated Intake Places of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year-first-degree (FYFD) and Top-up Degree (TUD)
Programmes by Institution from the 2020/21 to 2022/23 Academic Years**

Institution	2020/21 Academic Year				2021/22 Academic Year				2022/23 Academic Year			
	Estimated intake places				Estimated intake places				Estimated intake places			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Caritas Bianchi College of Careers	156	-	-	156	258	-	-	258	360	-	-	360
Caritas Institute of Community Education	80	-	-	80	80	-	-	80	@	-	-	@
Caritas Institute of Higher Education	133	506	86	725	168	500	88	756	220	605	94	919
Hong Kong Chu Hai College ^[1]	-	602	198	800	-	480	200	680	-	580	220	800
City University of Hong Kong – School of Continuing and Professional Education	-	250	350	600	-	150	270	420	-	110	130	240
Gratia Christian College	160	90	65	315	140	90	85	315	190	100	95	385
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 560	-	-	1 560	1 710	-	-	1 710	1 880	-	-	1 880
Hong Kong Adventist College ^[2]	-	-	-	-	@	-	-	@	45	-	-	45
Hong Kong Art School	50	65		115	50	65		115	50	65		115
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 765	380 ^[3]	932	3 077	1 810	260 ^[3]	750	2 820	1 805	210 ^[4]	640	2 655
Hong Kong College of Technology and HKCT Institute of Higher Education	248	35	10	293	277	40	38	355	278	40	50	368
Hong Kong Institute of Technology	150	30	100	280	150	50	100	300	100	80	165	345
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[4]	1 235	2 378	1 262	4 875	1 250	2 319	1 919	5 488	1 245	2 335	1 272	4 852
Hong Kong Nang Yan College of Higher Education	45	90	20	155	45	90	20	155	36	105	30	171
Hong Kong Shue Yan University	-	870	375	1 245	-	700	582	1 282	-	640	800	1 440
Lingnan University and Lingnan Institute of Further Education	498	75	25	598	444	95	40	579	288	110	155	553
The Chinese University of Hong Kong – School of Continuing and Professional Studies	732	-	30	762	763	-	-	763	742	-	-	742
The Education University of Hong Kong	-	30	173	203	-	-	104	104	-	-	85	85
The Hang Seng University of Hong Kong	-	1 000	940	1 940	-	800	1 150	1 950	-	1 445	1 345	2 790
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 540	-	1 400	5 940	5 080	-	1 300	6 380	4 500	-	1 000	5 500
The Hong Kong University of Science and Technology	-	50	-	50	-	50	-	50	-	44	-	44
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 000	36	116	3 152	3 100	28	119	3 247	3 260	40	143	3 443
Tung Wah College	340	745	295	1 380	340	745	295	1 380	230	730	230	1 190
UOW College Hong Kong	1 600	150	150	1 900	1 600	150	150	1 900	645	70	170	885
Vocational Training Council ^[5]	510	794	2 771	4 075	120	234	2 551	2 905	90	152	2 248	2 490
Yew Chung College of Early Childhood Education	120	35	35	190	120	35	60	215	120	35	60	215
YMCA College of Careers	55	-	-	55	40	-	-	40	25	-	-	25

Notes:

Figures are based on estimates made by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.

- [1] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
 [2] Hong Kong Adventist College started offering SD programmes in the 2021/22 academic year.
 [3] Figures include places of part-time programmes of the institution concerned.
 [4] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.

- [5] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.
- “@” Denotes that the relevant information is not available from the institution.

**Actual Intakes of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year-first-degree (FYFD) and Top-up Degree (TUD)
Programmes by Institution from the 2020/21 to 2022/23 Academic Years**

Institution	2020/21 Academic Year				2021/22 Academic Year				2022/23 Academic Year			
	Actual intakes				Actual intakes				Actual intakes ^[1]			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Caritas Bianchi College of Careers	346	-	-	346	326	-	-	326	347	-	-	347
Caritas Institute of Community Education	0	-	-	0	9	-	-	9	12	-	-	12
Caritas Institute of Higher Education	162	530	127	819	211	558	102	871	207	662	108	977
Hong Kong Chu Hai College ^[2]	-	39	43	82	-	31	35	66	-	37	19	56
City University of Hong Kong – School of Continuing and Professional Education	-	81	207	288	-	82	101	183	-	58	60	118
Gratia Christian College	22	17	36	75	23	27	38	88	74	32	48	154
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 136	-	-	1 136	1 259	-	-	1 259	1 358	-	-	1 358
Hong Kong Adventist College ^[3]	-	-	-	-	7	-	-	7	12	-	-	12
Hong Kong Art School	38	17	22	77	45	29	21	95	38	@	@	@
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 813	191	732	2 736	1 819	158	609	2 586	1 898	159	418	2 475
Hong Kong College of Technology and HKCT Institute of Higher Education	226	33	5	264	187	22	40	249	230	29	43	302
Hong Kong Institute of Technology	147	69	133	349	127	99	169	395	126	78	189	393
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[4]	1 100	1 362	1 881	4 343	1 058	1 477	1 813	4 348	1 098	1 728	1 220	4 046
Hong Kong Nang Yan College of Higher Education	7	48	2	57	0	41	1	42	6	30	1	37
Hong Kong Shue Yan University	-	648	442	1 090	-	544	607	1 151	-	698	410	1 108
Lingnan University and Lingnan Institute of Further Education	401	42	20	463	310	68	31	409	215	110	137	462
The Chinese University of Hong Kong – School of Continuing and Professional Studies	751	-	0	751	712	-	-	712	769	-	-	769
The Education University of Hong Kong	-	12	147	159	-	-	73	73	-	-	63	63
The Hang Seng University of Hong Kong	-	915	1 072	1 987	-	804	999	1 803	-	797	932	1 729
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 763	-	932	5 695	5 004	-	876	5 880	4 948	-	719	5 667
The Hong Kong University of Science and Technology	-	42	-	42	-	45	-	45	-	44	-	44
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 271	24	92	3 387	3 484	40	138	3 662	3 871	27	101	3 999
Tung Wah College	203	538	170	911	181	592	140	913	215	570	200	985
UOW College Hong Kong	1 219	19	148	1 386	484	20	130	634	429	13	112	554
Vocational Training Council ^[5]	376	163	2 577	3 116	110	160	2 101	2 371	99	99	1 666	1 864
Yew Chung College of Early Childhood Education	97	26	55	178	110	12	30	152	75	13	20	108
YMCA College of Careers	4	-	-	4	6	-	-	6	9	-	-	9

Notes:

[1] Provisional figures as at early October 2022. The final actual intakes may vary.

[2] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.

- [3] Hong Kong Adventist College started offering SD programmes in the 2021/22 academic year.
- [4] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
- [5] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.
- “@” Denotes that the relevant information is not available from the institution.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year-first-degree (FYFD) and Top-up Degree (TUD)
Programmes by Institution from the 2020/21 to 2022/23 Academic Years
(Tuition Fee Not Yet Deducted by Any Applicable Subsidy)**

Institution	2020/21 Academic Year			2021/22 Academic Year			2022/23 Academic Year		
	Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
Caritas Bianchi College of Careers	57,930 - 70,890	-	-	59,950 - 72,940	-	-	59,000 - 73,155	-	-
Caritas Institute of Community Education	57,365	-	-	61,090	-	-	62,670	-	-
Caritas Institute of Higher Education	60,270 - 69,300	77,210 - 150,000	77,517 - 80,430	62,375 - 97,250	79,460 - 154,350	79,760 - 82,755	56,000 - 97,540	79,695 - 154,810	79,993 - 83,000
Hong Kong Chu Hai College ^[1]	-	71,500	72,333 - 74,000	-	71,500	72,333 - 74,000	-	71,718	72,553 - 74,225
City University of Hong Kong – School of Continuing and Professional Education ^[2]	-	82,800	91,200 - 119,700	-	82,800	124,200	-	85,200	124,200
Gratia Christian College	51,950 - 65,530	68,528	70,670	53,400 - 67,350	70,000	72,700	53,500 - 75,000	70,200	72,900
HKU SPACE Po Leung Kuk Stanley Ho Community College	57,000 - 58,360	-	-	57,000 - 60,000	-	-	58,780 - 60,180	-	-
Hong Kong Adventist College ^[3]	-	-	-	60,000	-	-	60,000 - 90,000	-	-
Hong Kong Art School ^[2]	56,460	96,880	96,880	58,095	99,690	99,690	59,550	99,980	99,980
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film ^[2]	50,400 - 66,060	58,720 - 94,200	82,500 - 111,420	50,904 - 66,060	58,720 - 96,000	82,500 - 111,420	51,660 - 66,060	58,720 - 96,000	85,140 - 111,420
Hong Kong College of Technology and HKCT Institute of Higher Education	55,808 - 71,643	84,738 - 88,136	89,581	57,426 - 74,151	87,195 - 89,889	89,755 - 91,266	57,598 - 77,880	87,457 - 90,159	90,025 - 91,540
Hong Kong Institute of Technology ^[2]	42,000 - 65,000	48,000 - 69,000	48,000 - 74,000	56,000	48,000 - 70,333	48,000 - 76,000	56,000	48,000 - 70,333	48,000 - 76,000
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[4]	60,800 - 97,830	75,920 - 160,000	75,800 - 108,507	62,560 - 100,620	78,120 - 164,600	77,960 - 117,600	62,740 - 100,890	78,320 - 165,050	78,160 - 105,625
Hong Kong Nang Yan College of Higher Education	73,000	69,000 - 79,800	69,000	75,000	71,000 - 82,000	71,000	77,000	71,200 - 82,250	71,200
Hong Kong Shue Yan University	-	72,190	72,190	-	74,280	74,280	-	74,502 - 89,000	74,502
Lingnan University and Lingnan Institute of Further Education	55,200 - 69,500	100,000 - 140,000	90,000 - 100,000	59,800 - 72,950	100,000 - 140,000	90,000 - 140,000	61,000 - 64,000	100,000 - 140,000	90,000 - 140,000
The Chinese University of Hong Kong – School of Continuing and Professional Studies ^[2]	59,700 - 83,145	-	89,320	61,800 - 86,940	-	-	63,000 - 90,390	-	-
The Education University of Hong Kong	-	98,000	98,000 - 107,800	-	-	98,000	-	-	98,000
The Hang Seng University of Hong Kong	-	89,275 - 110,795	91,110 - 94,780	-	91,855 - 114,005	93,743 - 115,893	-	91,855 - 114,650	94,330 - 120,330
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	59,700 - 71,025	-	76,500 - 101,565	61,350 - 73,013	-	78,750 - 104,580	63,900 - 76,005	-	80,700 - 107,235
The Hong Kong University of Science and Technology	-	257,500	-	-	259,500	-	-	264,250	-
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College ^[2]	57,000 - 79,000	59,200	58,400 - 112,500	57,000 - 79,000	61,600	65,980 - 112,500	59,000 - 82,000	64,000	60,600 - 112,500
Tung Wah College	59,050 - 94,400	67,575 - 147,700	73,300 - 137,941	60,750 - 98,200	69,525 - 153,600	75,400 - 141,900	60,930 - 97,510	69,730 - 157,120	75,620 - 142,320
UOW College Hong Kong ^[2]	50,400 - 84,950	71,500	74,000 - 96,000	50,400 - 84,950	71,500	74,000 - 96,000	56,700 - 87,050	71,500	74,000 - 96,000
Vocational Training Council ^{[2][5]}	57,600 - 59,000	83,490 - 108,405	66,880 - 108,405	57,600 - 59,000	85,800 - 111,540	66,880 - 111,540	57,600 - 59,000	85,965 - 111,870	67,032 - 111,870

Institution	2020/21 Academic Year			2021/22 Academic Year			2022/23 Academic Year		
	Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
Yew Chung College of Early Childhood Education	76,810	90,515	90,520	79,030	93,135	93,140	80,610	93,410	93,410
YMCA College of Careers	54,780 - 58,900	-	-	54,780 - 58,900	-	-	54,780 - 58,900	-	-

Notes:

- [1] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
 - [2] In addition to local programmes, the institution also offers locally-accredited non-local FYFD and/or TUD programmes.
 - [3] Hong Kong Adventist College started offering SD programmes in the 2021/22 academic year.
 - [4] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
 - [5] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.

**Actual Intakes of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year-first-degree (FYFD) and Top-up Degree (TUD)
Programmes by Area of Study from the 2020/21 to 2021/22 Academic Years**

Area of Study	2020/21 Academic Year				2021/22 Academic Year			
	Actual Intakes				Actual Intakes			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Architecture and Town Planning	65	53	295	413	50	45	244	339
Arts, Design and Performing Arts	745	256	937	1 938	595	310	772	1 677
Business and Management	3 743	1 033	2 447	7 223	3 428	982	2 304	6 714
Computer Science and Information Technology	775	134	612	1 521	982	161	577	1 720
Education	653	272	535	1 460	538	214	481	1 233
Engineering and Technology	744	110	646	1 500	832	93	414	1 339
Humanities	1 130	41	114	1 285	1 119	59	87	1 265
Languages and Related Studies	983	254	432	1 669	955	220	430	1 605
Law	49	-	-	49	57	-	-	57
Mass Media and Communications, Journalism and Public Relations	724	203	324	1 251	724	117	334	1 175
Medicine, Dentistry and Health Sciences	2 175	1 534	228	3 937	2 222	1 712	227	4 161
Sciences	811	164	276	1 251	681	161	230	1 072
Services	1 433	120	1 263	2 816	1 280	117	1 194	2 591
Social Sciences	2 052	642	734	3 428	2 009	618	760	3 387

Notes:

Actual intakes by area of study for the 2022/23 academic year is still being collected and collated, and are therefore not available.

“-” Denotes that the relevant programmes were not offered in that academic year.

**Average Annual Salaries of Graduates in Full-time Employment
of Full-time Locally-accredited Self-financing Sub-degree (SD) and
Undergraduate (Ug) Programmes from the 2019/20 to 2020/21 Academic Years**

Institution	2019/20 Academic Year		2020/21 Academic Year	
	Average Annual Salary (\$)		Average Annual Salary (\$)	
	SD	Ug	SD	Ug
Caritas Bianchi College of Careers	223,400	-	245,300	-
Caritas Institute of Community Education	219,800	-	#	-
Caritas Institute of Higher Education	257,000	343,100	248,100	346,600
Centennial College	-	169,300	-	209,100
Chu Hai College of Higher Education	-	225,600	-	192,700
City University of Hong Kong – School of Continuing and Professional Education	-	168,000 - 204,000	-	168,000 - 204,000
Gratia Christian College	142,400	315,800	180,000	320,200
HKU SPACE Po Leung Kuk Stanley Ho Community College	165,600	-	170,500	-
Hong Kong Art School	#	216,000	@	@
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	175,600	190,500	177,000	206,800
Hong Kong College of Technology and HKCT Institute of Higher Education	207,600	@	204,500	@
Hong Kong Institute of Technology	196,800	252,600	200,200	340,800
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[1]	252,200	218,100	250,500	228,600
Hong Kong Nang Yan College of Higher Education	-	208,800	-	@
Hong Kong Shue Yan University	-	183,200	-	192,500
Lingnan University and Lingnan Institute of Further Education	186,400	-	205,300	-
SCAD Foundation (Hong Kong) Limited ^[2]	-	@	-	-
The Chinese University of Hong Kong – School of Continuing and Professional Studies	182,100	@	194,600	@
The Education University of Hong Kong	-	190,100	-	228,000
The Hang Seng University of Hong Kong	-	189,000	-	204,800
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	167,100	194,900	183,400	197,700
The Hong Kong University of Science and Technology	-	@	-	@
The University of Hong Kong School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	158,800	181,300	164,300	217,800
Tung Wah College	227,600	377,700	200,000	362,800
UOW College Hong Kong	212,300	219,500	182,000	195,100
Vocational Training Council ^[3]	180,800	191,000	192,400	206,000
Yew Chung College of Early Childhood Education	218,700	276,000	@	@
YMCA College of Careers	210,000	-	180,000	-

Notes:

Average annual salary only covers graduates in full-time employment who took part and provided salary information in the graduate employment surveys conducted by respective institutions. Figures include commission and other cash allowances (e.g. double pay, year-end payment / bonus).

[1] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.

[2] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.

[3] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.

“-” Denotes that the relevant programmes were not offered by the institution in that academic year.

“@” Denotes that the relevant information is not available from the institution.

“#” Denotes that no graduates surveyed by the institution were in full-time employment.

- End -

CONTROLLING OFFICER'S REPLY

EDB124

(Question Serial No. 1192)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of vacant school premises in the territory to date, with a breakdown by year of cessation of the school's operation and by type of current/proposed use of the premises. Please also advise of the expenditure incurred for vacant school premises in the past 3 years.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 6)

Reply:

The Education Bureau (EDB) has all along upheld the principle of optimising the use of public resources. When there is a vacant or to-be-vacant school premises, EDB will assess its suitability for school use having regard to factors such as the size, location and physical conditions of the premises, as well as the educational needs and relevant policy measures. When EDB confirms that the vacant or to-be-vacant school premises is not required to be re-allocated for school use, it will release the relevant site for the Planning Department (PlanD)'s consideration of suitable long-term alternative uses in accordance with the Central Clearing House (CCH) mechanism. EDB also circulates a list of vacant school premises (VSP) (earmarked for school use but the relevant works are yet to commence) to all bureaux/departments on a regular basis, with a view to identifying short-term use pending the deployment of such premises so that the land resources can be gainfully used.

As at end-February 2023, all VSP pending re-allocation under EDB's purview were either on loan to bureaux/departments for short-term uses, including storage of anti-epidemic materials or training venues, or released under the CCH mechanism. PlanD updates a list of VSP sites reviewed regularly. For details, please refer to PlanD's webpage: https://www.pland.gov.hk/pland_en/info_serv/vsp/vsp.html.

In the past 3 years (i.e. 2019-20, 2020-21 and 2021-22), EDB's expenditure on the management of VSP were \$0.874 million, \$1.055 million and \$1.072 million respectively,

which mainly covered costs of security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. The increase in expenditure in 2020-21 over 2019-20 was mainly due to the addition of security service contracts. Given that all VSP have been on loan to bureaux/departments for short-term uses during 2022-23, the relevant expenditure is expected to decrease.

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 1193)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of Applied Learning (ApL) in Hong Kong secondary schools, will the Government please provide information on the following –

- (1) The number of secondary schools providing ApL subjects in the past 2 school years (i.e. 2021/22 and 2022/23 school years) (as tabulated below) –

No. of ApL courses offered	School year	(a) Government secondary school		(b) Aided secondary school		(c) Direct Subsidy Scheme secondary school		(d) Private secondary school	
		(x)	(n)	(x)	(n)	(x)	(n)	(x)	(n)
(i) 0									
(ii) 1 to 10									
(iii) 11 to 20									
(iv) 21 to 30									
(v) 31 or above									

(Note: “x” denotes the number of secondary schools providing such number of ApL subject(s) in that particular school year; “n” denotes the total number of such type of secondary schools in that particular school year)

- (2) In the past 2 school years, (a) the total expenditure on ApL and the detailed use thereof; (b) the average expenditure on each of the student taking ApL courses;
- (3) In the 2023/24 school year, will the Administration encourage schools to increase the number and type of ApL courses and provide corresponding professional support to offer more choices to students? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 7)

Reply:

- (1) The number of secondary schools providing Applied Learning (ApL) courses (including Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C)) from the 2021/22 to 2022/23 school years is tabulated as follows –

No. of ApL courses offered	School year	(a) Government secondary school		(b) Aided secondary school #		(c) Direct Subsidy Scheme secondary school		(d) Private secondary school	
		(x)	(n)	(x)	(n)	(x)	(n)	(x)	(n)
(i) 0	2021/22	3	31	62	377	15	59	19	24
	2022/23*	3	31	54	376	14	59	24	27
(ii) 1-10	2021/22	9	31	174	377	24	59	5	24
	2022/23*	11	31	162	376	19	59	2	27
(iii) 11-20	2021/22	14	31	106	377	16	59	0	24
	2022/23*	9	31	117	376	23	59	1	27
(iv) 21-30	2021/22	5	31	35	377	4	59	0	24
	2022/23*	8	31	42	376	2	59	0	27
(v) 31 or above	2021/22	0	31	0	377	0	59	0	24
	2022/23*	0	31	1	376	1	59	0	27

Note: “x” denotes the number of secondary schools providing such number of ApL course(s) in that particular school year; “n” denotes the total number of such type of secondary schools in that particular school year.

Aided secondary schools set out in the above table include caput schools and special schools offering the ordinary senior secondary curriculum.

* Figures as at the middle of the 2022/23 school year.

- (2)(a) The Education Bureau (EDB) provides the Diversity Learning Grant for ApL and the Student Grant for ApL(C) for public sector and Direct Subsidy Scheme secondary schools to support them in offering ApL courses and ApL(C) courses respectively, thereby supporting students to take these courses. In the 2021/22 and 2022/23 school years, the expenditures involved are as follows –

Subsidy	Total expenditure (\$ million)	
	2021/22 school year (actual expenditure)	2022/23 school year (revised estimate)
Diversity Learning Grant for ApL	115.2	158.7
Student Grant for ApL(C)	6.6	7.0

Apart from the above subsidies, the expenditure on other support measures to promote ApL is subsumed under the recurrent expenditure of EDB and a breakdown is not available.

- (2)(b) In the 2021/22 and 2022/23 school years, the average amounts of subsidy of the Diversity Learning Grant for ApL and the Student Grant for ApL(C) per student are as follows –

Subsidy	Average amount of subsidy per student (\$) (figures rounded to the nearest hundred)	
	2021/22 school year (actual expenditure)	2022/23 school year (revised estimate)
Diversity Learning Grant for ApL	8,300	8,600
Student Grant for ApL(C)	14,100	14,300

- (3) EDB encourages schools to offer ApL courses to suit their school context (including their whole-school curriculum planning, students' interests, aspirations, abilities, needs, etc). Schools can adopt two modes¹ by commencing the courses at Secondary 4 (to complete at Secondary 5) and/or Secondary 5 (to complete at Secondary 6) to enrich students' subject choices and cater for learner diversity. EDB has implemented various measures to support schools in offering ApL courses in the recent 2 years, including providing students with more diversified ApL courses, offering ApL courses early at Secondary 4, relaxing the funding eligibility for students taking ApL as the fourth elective subject, providing Extension Programmes to enhance students' workplace experience, and offering Taster Programmes of ApL at the junior secondary level. The Bureau has also stepped up publicity of ApL, including broadcasting TV announcements and organising course exhibitions to provide more information on ApL to students and the public. Information on ApL courses is available for schools' reference on the EDB website at <https://www.edb.gov.hk/en/apl/ref-and-resources>. Besides, in supporting schools to promote ApL, EDB will continue to organise professional development programmes to enhance teachers' understanding of the latest development and implementation strategies of ApL.

¹ For Mode 1, lessons are in general held at the venues of the course providers on Saturdays; for Mode 2 (schools offering ApL courses on their own), lessons can be held on the school campus and/or at the venues of the course providers, subject to the facilities and equipment required. Schools offering courses in Mode 2 have to reach an agreement on the teaching and timetabling arrangements with the course providers.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 1194)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In Matters Requiring Special Attention in 2023-24, it is mentioned that the Vocational Training Council will arrange study trips to the Greater Bay Area (GBA) for its students to broaden their learning experience from the vocational and professional education and training perspective and enhance their understanding of the development of GBA. What are the details of the study trips and the additional expenditure involved?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 8)

Reply:

Starting from the 2020/21 academic year, the Education Bureau (EDB) has provided the Vocational Training Council (VTC) with a non-recurrent funding totalling \$19.95 million for three years to support trainees of the Training and Support Scheme and relevant teaching staff to take part in non-local study and exchange programmes in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) and overseas countries through the Pilot International Study Programme (ISP). Due to the epidemic, no physical exchange activities outside Hong Kong were organised in the past two academic years, i.e. 2020/21 and 2021/22. It was announced in the 2022-23 Budget that the ISP would be extended for two years to benefit more trainees. With the easing of the epidemic and the recent resumption of local and overseas activities, VTC is preparing to organise GBA exchange activities under the ISP in July 2023.

Besides, starting from the 2023-24 financial year, the EDB will provide VTC with a funding totalling \$10 million for five years to implement a short-term learning programme titled "The GBA Explore Trip". It is expected to benefit about 6 000 students of VTC's higher diploma and diploma programmes. The learning programme will cover, inter alia, national education, seminars on the latest developments in the Mainland, industry-specific learning activities, visits to enterprises and cultural experiential activities, with a view to enhancing students' overall understanding of the development of GBA as well as the study and employment opportunities therein. VTC is discussing the details and arrangements of the learning programme with various organisations.

- End -

CONTROLLING OFFICER'S REPLY

EDB127

(Question Serial No. 1213)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

While the wastage rate of kindergarten (KG) teachers in the 2022/23 school year was as high as 17.6%, the estimated rate thereof for the 2023/24 school year will still be over 15%. In this connection, will the Government advise this Committee of the following –

- (1) the respective numbers of KG teachers and leaving teachers, as well as the wastage rates in each of the past three school years, by length of service;
- (2) whether any in-depth survey has been conducted into KG teachers' working conditions, salaries and benefits, among others, to find out the reasons for the high wastage of KG teachers; if yes, what is the result; if no, what are the reasons; and whether the Government will consider compiling relevant statistics as soon as practicable, and
- (3) in the 2023/24 school year, whether any specific measures, including establishing a KG teacher salary scale, are put in place to improve the problem of high teacher wastage in KGs; if yes, what are the details and estimated expenditure; if no, what are the reasons?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 30)

Reply:

(1)

The number of teachers, drop-out teachers and wastage rate of teachers in kindergartens (KG) joining the KG Education Scheme (the Scheme) (Scheme-KGs) by length of service, from the 2020/21 to 2022/23 school years are tabulated below –

		No. of teachers (Note 1)	No. of drop-out teachers (Note 1)	Wastage rate (Note 2)
2020/21 school year				
Length of service	0-5 years	3 706	454	10.8%
	6-10 years	2 293	154	7.9%
	11-15 years	815	48	6.5%
	Over 15 years	4 048	378	9.2%
2021/22 school year				
Length of service	0-5 years	3 247	527	14.2%
	6-10 years	2 434	280	12.2%
	11-15 years	889	71	8.7%
	Over 15 years	3 797	477	11.8%
2022/23 school year (provisional figures)				
Length of service	0-5 years	2 876	663	20.4%
	6-10 years	2 333	419	17.2%
	11-15 years	957	118	13.3%
	Over 15 years	3 376	610	16.1%

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers in the KGs concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” refer to teachers who were serving in a KG concerned as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned.

(2) and (3)

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents’ needs. It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons. To retain and attract quality teachers, Scheme-KGs are encouraged to establish a career ladder and offer competitive remuneration. Various measures have also been adopted to ensure that teachers are reasonably remunerated. We have set salary ranges for teachers of different ranks; requested Scheme-KGs to remunerate their teachers within the prescribed salary ranges; and would follow up on irregular cases. Scheme-KGs are required to prescribe 60% of the unit subsidy as teachers’ salary portion, which must be used on teachers’ salaries and related expenses. KGs may deploy any portion of the remaining 40% for teachers’ salaries and related expenses, but not vice versa. The accumulated surplus exceeding the reserve ceiling of both the teachers’ salary portion and the whole unit subsidy will be clawed back to EDB. The above various measures would encourage schools’ optimal use of the subsidy on teachers’ salaries.

In August 2021, EDB completed a review on the Scheme, which covered the feasibility of introducing a salary scale for KG teachers. As KGs’ mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG

teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing high quality services to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB128

(Question Serial No. 1787)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the programme that the Education Bureau “offers opportunities for students to join Mainland exchange programmes”. Will the Government advise this Committee of the following –

- (1) the details and progress of various Mainland exchange activities in this year (including but not limited to “Mainland Study Tours of the Subject of Citizenship and Social Development” for senior secondary students, the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students”, the “Mainland Exchange Programme for Secondary School Students”, the “Sister School Scheme”, the “Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland”, and the “Mainland Experience Scheme for Post-secondary Students”);
- (2) the number of post-secondary, secondary and primary students expected to be eligible for a Government subsidy to go on Mainland study tours and take part in Mainland exchange activities this year, as well as the estimated expenditure thereof; and
- (3) the way to ensure the quality of Mainland study tours and exchange activities, and to assess the effectiveness of the related policies and measures.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 24)

Reply:

(1) to (2)

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country’s development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen

their sense of national identity. Mainland exchange programmes for primary and secondary students, which have been suspended since the end of January 2020 due to the epidemic, will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. The estimated expenditure is \$115 million.

As an integral part of the curriculum of the senior secondary subject of Citizenship and Social Development (CS), CS Mainland study tours provide senior secondary CS students with first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditures for CS Mainland study tours in the 2022/23 and 2023/24 school years are \$60 million and \$116 million respectively.

As regards the Sister School Scheme, EDB provides a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister school(s) with its counterpart(s) in the Mainland. The amount of grant per school for the 2022/23 school year is around \$160,000 for each school. Schools may deploy the grant to arrange exchange activities of different levels with their sister schools in light of their school-based developmental needs.

Schools may also make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

In addition, EDB will continue to provide subsidies through the Mainland Experience Scheme for Post-secondary Students (Mainland Experience Scheme) to support post-secondary students’ participation in short-term internship or study on the Mainland and encourage them to understand through first-hand experience the country’s latest social, economic and cultural landscape. In the 2022/23 academic year, the estimated number of students participating in the Mainland Experience Scheme is about 600 and the estimated expenditure is around \$13.6 million. Starting from the 2020/21 academic year, EDB has also provided the Vocational Training Council (VTC) with a non-recurrent funding to support its trainees and relevant staff under the Training and Support Scheme (TSS) to take part in study and exchange programmes on the Mainland through the Pilot International Study Programme (Mainland Exchange) under the TSS. In the 2022/23 academic year, around 20 trainees have participated in the exchange programme after the resumption of quarantine-free travel between Hong Kong and the Mainland. The estimated expenditure is around \$600,000.

(3)

EDB has been attaching importance to the quality and effectiveness of Mainland exchange programmes for students. Regular mechanisms have been put in place to gauge participants’ opinions of these programmes, including having meetings with the service providers,

deploying staff to attend the programmes to assess the appropriateness of the content and collect participants' views, conducting questionnaire surveys, arranging interviews and post-programme sharing sessions, etc. Such efforts are conducive to continuous enhancement and exploration of diverse themes for Mainland exchange programmes. As for the Mainland Experience Scheme, participating post-secondary institutions are required to implement and manage the scheme in accordance with the operational guidelines issued by EDB, and submit reports to EDB at the end of each subsidy period. VTC is also required to submit review reports to EDB on the Pilot International Study Programme (Mainland Exchange).

- End -

CONTROLLING OFFICER'S REPLY

EDB129

(Question Serial No. 3137)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS) under this Programme, please advise this Committee of the following –

- (1) What were the numbers of applications; the respective numbers of student beneficiaries receiving full-rate, half-rate and non-means-tested subsidies; the institutions and faculties attended by the student beneficiaries; and the expenditures of MUSSS in the past 3 years?
- (2) The subsidy level of MUSSS will be increased from this academic year by, for example, introducing a new subsidy item for travelling expenses. What are the details and the estimated expenditure?
- (3) Some Hong Kong students pursuing studies on the Mainland have reflected that their participation in extra-curricular activities and application for scholarships are sometimes constrained by their status as Hong Kong residents. What kinds of support has the Education Bureau given to these students in this regard?
- (4) Does the Administration have information on whether the student beneficiaries of MUSSS choose to return to Hong Kong or stay on the Mainland after graduation? If yes, what are the details? If no, will consideration be given to conducting employment tracking surveys on MUSSS graduates?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 43)

Reply:

(1) and (2) and (3)

The numbers of applicants, student beneficiaries and total expenditures of the Mainland University Study Subsidy Scheme (MUSSS) in the past 3 years are tabulated below –

Academic year	2020/21	2021/22	2022/23 (as at early March 2023)
Total no. of applicants	4 277	4 901	4 951
Total no. of student beneficiaries	3 844	4 422	4 193*
Total expenditure (\$)	51 million	58 million	59 million [@]

* About 700 applications for the 2022/23 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated expenditure for the year is around \$65 million.

The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 3** respectively. The Education Bureau will continue to maintain communication with the Mainland authorities on the policies and arrangements they have in place for Hong Kong students pursuing studies on the Mainland, and render assistance as necessary.

(4)

The Government does not compile statistical data on whether the student beneficiaries of MUSSS choose to return to Hong Kong or stay on the Mainland after graduation, but will review the operation of MUSSS in a timely manner as necessary.

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2020/21 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shanghai University	0	0	1
Shanghai University of Traditional Chinese Medicine	18	5	8
Shanghai International Studies University	7	0	14
Shanghai Jiao Tong University	2	1	6
Shanghai Normal University	2	4	0
Shanghai University of Finance and Economics	2	0	4
Shanghai University of Sport	1	1	0
Shandong University	33	6	7
Shandong University of Traditional Chinese Medicine	2	0	0
Sun Yat-sen University	158	49	68
Central Academy of Fine Arts	2	1	3
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	5
The Central Academy of Drama	1	0	1
Central South University	4	0	4
Zhongnan University of Economics and Law	10	4	2
Renmin University of China	3	0	2
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	28	9	27
China Conservatory of Music	0	1	0
Communication University of China	3	4	6
Tianjin University	4	0	4
Tianjin University of Traditional Chinese Medicine	0	0	1
Tianjin Foreign Studies University	0	0	1
Peking University	14	5	29
Beijing University of Chinese Medicine	73	25	53
Beijing University of Chemical Technology	0	1	0
Beijing Foreign Studies University	1	0	3
Beijing Institute of Fashion Technology	7	0	0
Beijing Forestry University	1	0	0
Beijing Normal University	5	5	11

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University – Hong Kong Baptist University United Internal College	2	0	0
Beijing Normal University, Zhuhai	6	1	2
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	4	1	8
Beijing Film Academy	1	1	0
Beijing Language and Culture University	8	2	6
Beijing Sport University	11	3	1
Sichuan University	13	7	23
Sichuan Normal University	5	1	1
Jilin University	3	1	3
Tongji University	5	6	4
Chengdu University of Traditional Chinese Medicine	9	5	2
Shantou University	6	1	1
Jiangxi University of Chinese Medicine	4	0	0
Northwest University	3	1	0
Xian Jiaotong University	2	3	4
Southwest University	8	0	0
Southwest University of Political Science and Law	2	2	4
Southwestern University of Finance and Economics	5	0	2
Northeastern University	2	0	0
Dongbei University of Finance and Economics	1	1	1
Southeast University	4	1	2
Donghua University	9	7	4
Wuhan University	11	6	30
Wuhan University of Technology	4	1	0
Southern Medical University	15	3	4
Nanjing University	2	1	7
Nanjing University of Chinese Medicine	51	16	6
Nanjing Normal University	16	8	6
Nanchang University	6	0	0
Nankai University	6	2	14
Xinghai Conservatory of Music	8	2	2
Chongqing University	23	7	4
Capital Normal University	0	0	2
Zhejiang University	1	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	6	2	0
Zhejiang Sci-Tech University	11	4	5
Hainan University	1	0	0
Shenzhen University	11	5	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tsinghua University	14	4	26
Fudan University	9	1	17
Hubei University	1	0	0
Hunan University	4	0	1
Hunan Normal University	12	5	2
Huazhong University of Science & Technology	3	0	3
Central China Normal University	9	4	3
East China University of Political Science and Law	6	1	9
East China Normal University	10	5	8
East China University of Science and Technology	6	3	2
South China Normal University	15	9	2
South China University of Technology	7	0	3
Huaqiao University	379	121	5
Jimei University	3	4	0
Yunnan University	2	0	0
Yunnan Normal University	4	1	0
Xiamen University	18	8	22
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	2	0	0
University of International Business and Economics	3	4	9
Jinan University	907	307	129
Fuzhou University	7	3	0
Fujian University of Traditional Chinese Medicine	4	3	1
Fujian Normal University	7	4	2
Shaoguan University	2	0	0
Guangzhou University	5	2	0
Guangzhou University of Chinese Medicine	117	58	106
Guangzhou Academy of Fine Arts	9	1	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	26	3	3
Guangdong University of Technology	1	1	0
Guangdong University of Foreign Studies	3	1	2
Guangdong University of Finance	5	1	0
Guangdong University of Finance and Economics	3	0	0
Zhengzhou University	4	1	1
Total	2 280	785	779

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2021/22 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	2	0	3
Shanghai University of Traditional Chinese Medicine	23	4	13
Shanghai International Studies University	5	1	11
Shanghai Jiao Tong University	1	0	6
Shanghai Normal University	4	7	2
Shanghai University of Finance and Economics	2	0	7
Shanghai University of Sport	1	2	0
Shandong University	29	8	13
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	156	49	71
Central Academy of Fine Arts	2	1	4
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	2	0	0
Central South University	6	0	5
Zhongnan University of Economics and Law	11	5	7
Renmin University of China	2	0	1
China University of Petroleum	0	0	1
China University of Political Science and Law	22	7	28
China Conservatory of Music	1	0	0
Communication University of China	3	4	4
Tianjin University	6	0	3
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	4	38
Beijing University of Chinese Medicine	67	19	65
Beijing Foreign Studies University	1	0	2
Beijing Institute of Fashion Technology	5	0	0
Beijing Normal University	4	3	7
Beijing Normal University – Hong Kong Baptist University United Internal College	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University, Zhuhai	2	0	1
Beijing Institute of Technology	2	0	3
Beijing University of Posts and Telecommunications	4	0	11
Beijing Film Academy	1	1	1
Beijing Language and Culture University	6	2	6
Beijing Sport University	9	4	3
Sichuan University	14	6	19
Sichuan Normal University	10	1	1
Jilin University	5	0	4
Tongji University	6	7	2
Chengdu University of Traditional Chinese Medicine	8	3	2
Shantou University	3	3	1
Jiangxi University of Chinese Medicine	3	0	0
Northwest University	3	1	3
Xian Jiaotong University	3	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	5	3	5
Southwestern University of Finance and Economics	6	0	4
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University Finance and Economics	1	1	1
Southeast University	1	2	3
Donghua University	9	6	2
Wuhan University	11	6	22
Wuhan University of Technology	4	1	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	16	4	4
Nanjing University	2	1	9
Nanjing University of Chinese Medicine	36	11	7
Nanjing Normal University	19	8	9
Nanchang University	8	0	0
Nankai University	4	2	9
Xinghai Conservatory of Music	8	2	3
Chongqing University	27	7	9
Capital Normal University	0	1	3
Zhejiang University	2	2	3
Zhejiang Chinese Medical University	1	1	1
Zhejiang Normal University	6	1	2
Zhejiang Sci-Tech University	12	4	6
Hainan University	1	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shenzhen University	12	5	10
Tsinghua University	13	5	32
Fudan University	9	1	18
Hubei University	1	0	0
Hunan University	7	3	2
Hunan Normal University	13	6	5
Huazhong University of Science & Technology	6	1	2
Central China Normal University	11	4	8
East China University of Political Science and Law	6	1	12
East China Normal University	10	4	11
East China University of Science and Technology	5	4	4
South China Normal University	19	11	11
South China University of Technology	3	2	5
Huaqiao University	496	149	5
Jimei University	6	3	0
Yunnan University	0	0	1
Yunnan Normal University	6	2	0
Xiamen University	16	9	23
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	4	7
Jinan University	1 113	374	199
Fuzhou University	9	3	2
Fujian University of Traditional Chinese Medicine	2	2	2
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	2	0	0
Guangzhou University	6	1	0
Guangzhou University of Chinese Medicine	113	53	93
Guangzhou Academy of Fine Arts	11	0	3
Guangzhou Medical University	0	3	3
Guangxi University	2	0	0
Guangxi University of Chinese Medicine	22	6	3
Guangdong University of Technology	1	2	1
Guangdong University of Foreign Studies	5	1	3
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	3	1	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	7	1	6
Lanzhou University	1	0	0
Total	2 599	880	943

Mainland University Study Subsidy Scheme

**Breakdown of the number of students receiving subsidies by institution
in the 2022/23 academic year
(As at early March 2023)**

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	1	0	1
Shanghai University of Traditional Chinese Medicine	21	4	17
Shanghai International Studies University	4	2	11
Shanghai Jiao Tong University	1	0	8
Shanghai Normal University	4	5	2
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	1	1	0
Shandong University	17	9	11
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	113	38	62
Central Academy of Fine Arts	3	0	5
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	1	0	2
Central South University	7	3	10
Zhongnan University of Economics and Law	13	3	13
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	18	2	15
China Conservatory of Music	1	0	0
Ocean University of China	1	0	0
Communication University of China	0	1	4
Tianjin University	5	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	14	5	34
Beijing University of Chinese Medicine	48	10	62
Beijing Foreign Studies University	0	0	3
Beijing Institute of Fashion Technology	6	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University	4	2	5
Beijing Normal University, Zhuhai	1	0	0
Beijing Institute of Technology	1	0	2
Beijing University of Posts and Telecommunications	3	0	9
Beijing Film Academy	1	0	1
Beijing Language and Culture University	4	2	6
Beijing Sport University	5	1	3
Sichuan University	11	4	17
Sichuan Normal University	7	3	0
Jilin University	3	2	6
Tongji University	4	8	1
Chengdu University of Traditional Chinese Medicine	4	0	1
Shantou University	1	1	2
Northwest University	2	2	4
Xian Jiaotong University	4	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	8	2	7
Southwestern University of Finance and Economics	5	0	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	1	2
Donghua University	8	5	3
Wuhan University	13	5	19
Wuhan University of Technology	3	0	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	12	3	4
Nanjing University	5	0	7
Nanjing University of Chinese Medicine	25	8	6
Nanjing Normal University	16	8	11
Nanchang University	6	0	1
Nankai University	3	3	10
Xinghai Conservatory of Music	6	4	3
Chongqing University	26	8	5
Capital Normal University	1	0	2
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	0	1	0
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	10	3	3
Hainan University	1	0	1
Shenzhen University	20	4	12

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Tsinghua University	11	2	27
Fudan University	8	2	15
Hubei University	1	0	0
Hunan University	10	2	12
Hunan Normal University	8	5	4
Xiangtan University	1	0	0
Huazhong University of Science & Technology	6	1	3
Central China Normal University	13	3	8
East China University of Political Science and Law	5	1	14
East China Normal University	9	3	7
East China University Science and Technology	3	4	5
South China Normal University	16	8	15
South China University of Technology	4	1	5
Huaqiao University	514	151	5
Jimei University	3	2	0
Yunnan University	0	0	2
Yunnan Normal University	7	1	0
Xiamen University	12	12	26
Wenzhou Medical University	1	0	1
University of Electronic Science and Technology of China	1	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	2	6
Jinan University	1 131	397	192
Fuzhou University	6	2	1
Fujian University of Traditional Chinese Medicine	1	0	1
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	1	0	0
Guangzhou University	3	1	0
Guangzhou University of Chinese Medicine	91	44	94
Guangzhou Academy of Fine Arts	9	0	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	14	1	3
Guangdong University of Technology	2	3	0
Guangdong University of Foreign Studies	5	0	4
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	1	1	0
Guangdong Medical University	1	0	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	3	0	6
Lanzhou University	1	0	0
Total	2 449	831	913

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 3138)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In the Programmes, it is mentioned under Matters Requiring Special Attention that the Education Bureau will continue to implement measures to promote e-learning at schools and strengthen the capacity for taking forward various education initiatives harnessing information technology (IT). In this connection, please provide information on the following –

- (1) the expenditure and staff establishment involved in promoting e-learning in the past 3 years and for this year;
- (2) details of the Development and Dissemination Scheme and New Project Scheme under the Quality Education Fund e-Learning Ancillary Facilities Programme (e-learning Programme), including their respective numbers of applications received, projects approved, average amount of funding, estimated numbers of teacher and student participants, and percentages of projects with participation of local IT companies;
- (3) apart from the e-learning Programme, what measures are in place to foster collaboration between the school sector, tertiary institutions, IT sector and professional education organisations to develop and apply innovative educational technology to establish an ecosystem of education technology;
- (4) given that students with special educational needs (SEN) may encounter different difficulties in e-learning from other students, mainstream educational technology programmes used in the school sector may not be able to cater for their needs. Will the Administration consider deploying additional resources to encourage the school sector, tertiary institutions, IT sector and professional education organisations to jointly develop educational technology programmes for the needs of students with SEN?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 44)

Reply:

(1)

The Education Bureau (EDB) has all along been adopting diversified strategies, including enhancing schools' hardware, providing resources and teacher training, to enable schools to devise school-based plans for practising e-learning in light of their school context and development needs, so as to make good use of information technology (IT) to enhance learning and teaching effectiveness.

Additional resources

To support e-learning, starting from the 2004/05 school year, EDB has been providing all public sector schools with the Composite Information Technology Grant (CITG). Schools may deploy the grant flexibly to subscribe Wi-Fi services, purchase and enhance different software and hardware for online teaching and strengthen IT staffing support. In the 2022/23 school year, the rate of CITG for each school ranged from \$266,228 to \$868,609, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, EDB has been providing all public sector schools with the recurrent Information Technology Staffing Support Grant (ITSSG) each year to strengthen IT staffing support. In the 2022/23 school year, the funding amount of ITSSG for each school was \$327,588. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

EDB organises professional development programmes for primary and secondary school leaders and teachers on an ongoing basis to equip them with the knowledge and skills needed for the implementation of e-learning. Moreover, we have established the IT in Education Centres of Excellence to provide training and on-site/remote support services and have implemented a series of support measures, including a dedicated webpage, hotlines, mobile communication applications, online self-learning courses and webinars, etc., to continuously offer advice to teachers in need and disseminate schools' good practices. EDB also encourages special school teachers to use new technology in classroom teaching and share their good teaching practices through regular professional development programmes, facilitating their use of new technology in designing learning and teaching activities that meet students' abilities and needs, so as to enhance the learning effectiveness of students with special educational needs (SEN). The expenditure involved in the provision of the above training and support services is absorbed by the resources of EDB.

Student support

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges (Scheme) since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing market fees of Internet access services. In the 2022/23 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. As at 31 January 2023, the Scheme benefited about 167 100 families and the expenditure involved was about \$224 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to the constraints in their living environment, EDB provided the one-off top-up grant from late 2020 to early 2021 for schools in need to meet the additional

expenses incurred in purchasing portable Wi-Fi routers and/or mobile data cards. In the 2020/21 school year, the initiative benefited over 15 400 students and involved an additional expenditure of about \$14 million.

In respect of electronic devices, EDB has, through the Community Care Fund, implemented a 3-year assistance programme from the 2018/19 to 2020/21 school years to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools and to support their e-learning at home amid the epidemic. During the 3-year implementation period, the programme benefited 176 000 students and the subsidy amount involved was about \$670 million. As for manpower, the Community Care Fund has provided funding to form a small team of 6 administrative and technical staff to provide administrative support to the programme and provide schools with the necessary professional and technical support as well as training. The relevant expenditure is around \$10 million.

In addition, starting from the 2021/22 school year, the Quality Education Fund (QEF) has reserved \$1.5 billion for a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support (Funding Programme). Under the Funding Programme, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding through simplified procedures to purchase mobile computer devices for loan to needy students. The maximum amount of funding for each student is \$4,700. Schools may also provide portable Wi-Fi routers and mobile data cards for students who are unable to acquire appropriate Internet services due to the constraints in their living environment. The maximum amount of additional funding for each student in this regard is \$1,700. Apart from students receiving the Comprehensive Social Security Assistance or the School Textbook Assistance, beneficiaries also include students with genuine financial needs as identified by schools according to their school-based criteria. The response to the Funding Programme is positive. In the 2021/22 school year, 705 schools participated in the Funding Programme, involving a funding amount of around \$99.5 million and benefitting some 24 000 students. In the 2022/23 school year, about 700 schools have participated in the Funding Programme so far. The applications are now being processed, and the number of student beneficiaries and funding amount involved are not available for the time being.

(2) & (3)

QEF has allocated \$500 million to set up the Quality Education Fund e-Learning Ancillary Facilities Programme (the Programme) to support the provision of ancillary facilities required for e-learning. The Programme aims at facilitating the development, enrichment and provision of e-learning ancillary facilities, in particular infrastructure which has the potential to be widely adopted, such as development of platforms or tools for sharing of learning and teaching resources as well as encouraging the sharing of quality teaching materials among teachers, through fostering in-depth collaboration between the school sector, tertiary institutions, educational and professional organisations as well as the business sector, bringing benefits to the education sector at large. The target beneficiaries include primary, secondary and kindergarten students, as well as students with SEN.

With a two-pronged approach, the Programme will identify those projects which are of quality and potential from the QEF-funded e-learning projects over the years, and invite the grantees

to submit a proposal for further development and dissemination of the project deliverables (Development and Dissemination Scheme); and at the same time, open for funding application by tertiary institutions and/or school sponsoring bodies to develop ancillary facilities for implementation of e-learning in schools (New Project Scheme). The Programme was launched in the 2021/22 school year and 80 applications have been received, with 6 from the Development and Dissemination Scheme and 74 from the New Project Scheme. The manpower and expenditure involved in the above two QEF programmes are absorbed by the resources of EDB.

Apart from the above programmes, EDB also promotes cross-sectoral collaboration to develop and apply innovative educational technologies through other channels. For instance, EDB, Hong Kong Education City (HKEdCity), and the e-textbook and e-learning development industry hold regular joint meetings to discuss the design and development of e-textbooks, including standardising user interface of e-textbooks, and enhancing e-textbook login services and data formats/platform specifications. In addition, HKEdCity, which is wholly owned by the Government, provides an effective platform through the “Learning and Teaching Expo” for the educational technology industry to showcase their innovative learning and teaching resources and classroom ancillary facilities to the education sector, and to expand the collaboration network.

(4)

To further help special schools appropriately cater for the learning needs of students with more severe or multiple disabilities, EDB provided all aided special schools with a one-off Grant on New Technology in Classroom ranging from \$300,000 to \$700,000 in March 2023 to support their use of new technology to design teaching and learning activities that meet students’ abilities and needs. Schools may deploy the grant to collaborate with tertiary institutions or other organisations to develop learning software or equipment suitable for students with SEN, so as to enhance their learning effectiveness and enable them to develop abilities in different areas.

- End -

CONTROLLING OFFICER'S REPLY

EDB131

(Question Serial No. 3139)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that starting from the 2023/24 academic year, the Vocational Training Council will launch a two-year pilot project enabling secondary school students to have an early exposure to vocational and professional education and training (VPET) and helping them explore their interests. In this connection –

1. What forms of promotion will be employed? What is the content of the pilot project? How many schools and students will be involved?
2. VPET engages not only students, but also parents in terms of their recognition and support. Are there any relevant measures for promoting VPET among parents? If no, will the Administration step up its efforts?
3. What is the expenditure of the pilot project? Are there any outcome targets? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 45)

Reply:

1. to 3.

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure.

VTC is discussing the implementation details with the secondary schools concerned, including promotion to relevant stakeholders such as students and parents. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

At the same time, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach to promoting VPET as a pathway parallel to conventional academic education, and encouraging the alignment of classroom education with industry needs and collaboration between businesses and education institutions, thereby providing diversified learning and employment opportunities for nurturing more quality talent with applied skills. The Government will also continue to enhance the understanding of VPET among the public, including parents, and promote the positive image of VPET by supporting more publicity and promotion activities, so as to make VPET an attractive progression pathway.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 3140)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's promotion of Science, Technology, Engineering, the Arts and Mathematics (STEAM) education, please provide information on the following –

1. the measures, expenditures and manpower involved in promoting STEAM education in the past 3 years, and the estimated measures, expenditure and manpower involved therein for this year;
2. given that more innovation and technology (I&T) learning elements will be incorporated into the primary and secondary curricula, will the Administration provide suggested lesson time for STEAM education to primary and secondary schools and make STEAM education an independent subject in the long run? If yes, what are the details; if no, what are the reasons;
3. the expenditures involved in arranging secondary and primary school teachers to undergo core professional development training on I&T in the past 3 years and for this year, as well as the respective numbers of secondary and primary school teacher participants of the said training and their respective average training hours in the past 3 year and for this year;
4. given that STEAM education emphasises cross-curricular learning while Postgraduate Diploma in Education programmes currently available in universities are disciplinary-oriented, will the Administration reform pre-service training for prospective teachers to incorporate training on cross-curricular teaching mode and basic knowledge of STEAM into traditional teacher education programmes according to subject needs. If yes, what are the details; if no, what are the reasons; and
5. the details of injecting \$600 million into the Gifted Education Fund to enhance the support for the Hong Kong Academy for Gifted Education and to offer more off-school educational services for gifted students in targeted fields such as STEAM.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 46)

Reply:

(1) and (2)

In the past years, the Education Bureau (EDB) has implemented a series of support measures to promote STEM/STEAM (Science, Technology, Engineering, and Mathematics/Science, Technology, Engineering, the Arts and Mathematics) education which include renewing curriculum, enhancing professional development of teachers, as well as providing resources support, with a view to stepping up the promotion of STEM/STEAM education in primary and secondary schools. STEM/STEAM education in Hong Kong has been implemented through the curricula for science, technology and mathematics (including Science, Information and Communication Technology, Mathematics and primary General Studies), with both classroom teaching of knowledge and skills and “hands-on and minds-on” cross-disciplinary learning activities beyond the classroom, such as scientific investigation, design and make, project learning, etc. Schools may enhance the pedagogical design of STEM/STEAM education learning activities within and beyond the classroom to tie in with the knowledge of students learnt from the curricula for science, technology and mathematics. This can enhance students’ interest and abilities in science and innovation and technology (I&T), enable them to integrate and apply knowledge across different disciplines (including learning elements of Arts), as well as foster their creative thinking and entrepreneurial spirit. Hence, it is appropriate to implement STEM/STEAM education in a cross-disciplinary approach, rather than as an independent subject, on the basis of the existing school curricula for areas such as science, technology and mathematics, that also involves the learning and integrated application of the areas.

The lesson time for STEAM education includes the lesson time for STEAM-related key learning areas/subjects, such as General Studies, Mathematics and computer lessons for primary schools; Science, Information and Communication Technology and Mathematics for secondary schools. Schools may use the “flexible lesson time” with discretion (8% at junior secondary level, and not more than 25% at primary level) to arrange cross-disciplinary STEAM learning activities for students, such as project learning, life-wide learning activities and co-curricular activities, to enrich students’ learning experience. In addition, schools may also arrange more “hands-on and minds-on” activities for students according to their school contexts, students’ needs and abilities, allowing them to deepen and extend their STEAM learning beyond the classroom.

The expenditure involved in the promotion of STEM/STEAM education in primary and secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown of the expenditure in this regard is therefore not available.

(3)

A professional teaching force is key to the promotion of STEAM education. EDB has been strengthening the professional development training for teachers, with a view to enhancing the professional capacity of school leaders and STEAM co-ordinators. Following the first round of Intensive Training Programme (ITP) on STEM Education organised for primary and secondary school leaders from the 2017/18 to 2019/20 school years, EDB has organised a

new round of ITP for STEM co-ordinators and teachers in primary and secondary schools, covering relevant I&T elements, starting from the 2020/21 school year. As at February 2023, around 4 000 co-ordinators/teachers in primary and secondary schools participated in the programme. EDB has launched another phase of training on coding education in the 2019/20 school year. As at February 2023, around 3 600 primary teachers participated in the training. The responses to the above-mentioned courses from schools were positive. Moreover, EDB has co-organised various types of training in partnership with different I&T institutions. For instance, EDB has been collaborating with Cyberport to launch a new Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools. The programme covers a variety of I&T topics, such as artificial intelligence (AI), green technology, gerontechnology and financial technology. EDB also collaborated with the Hong Kong Productivity Council to organise the “Seminar cum Exhibition on Internet of Things” in late 2022. During the seminar, I&T experts and academics shared with teachers the latest development in I&T. In addition, EDB will introduce the “Enriched Module on Coding Education for Upper Primary Level” and “Module on Artificial Intelligence for Junior Secondary Level” in the second quarter of this year, and launch the professional training for primary and secondary teachers on AI and coding education in the second half of 2023. It is expected that around 2 000 training places will be available to equip teachers with teaching strategies. Schools should arrange STEAM teachers to participate in professional development training on I&T in an orderly manner. Our target is to have at least three-quarters of publicly-funded schools participating in such training by the end of 2023/24 school year.

The expenditure involved in the promotion of STEM/STEAM education (including the core professional development training on I&T) in primary and secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown of the expenditure in this regard is therefore not available.

(4)

EDB has been maintaining close communications with teacher education universities (TEUs) under established mechanism so as to exchange views on matters such as teacher manpower demand and contents of teacher education programmes. TEUs will update the contents of teacher education programmes continuously in response to the latest development of education policy, as well as social, economic, cultural and technological development, with a view to enhancing the pre-service teacher training, and equipping prospective teachers to nurture students in a proper manner. Currently, most TEUs have already incorporated education technology elements into their programmes, and have included training on cross-disciplinary teaching mode.

(5)

EDB proposed to inject an additional \$600 million into the Gifted Education Fund in 2023-24 for additional investment returns to strengthen the support to gifted education in Hong Kong and nurture talents. With the funding injection, it is expected that more gifted education service providers (including tertiary institutions) will be encouraged to provide more quality Off-school Advanced Learning Programmes to gifted students, especially in STEAM-related areas, so that more students with potential will be provided with advanced learning opportunities to showcase their talents to the full. EDB will also step up efforts in

supporting the Hong Kong Academy for Gifted Education (the Academy) to provide more and wider student activities for the gifted, including collaboration with various organisations to organise, train or send representatives to participate in more territory-wide/cross-territory/national/international science-and-I&T-related competitions and activities, so that more opportunities are provided to gifted students to showcase their talents. For those exceptionally gifted, more quality and challenging advanced programmes specific to STEAM-related areas will also be provided for them. In addition, the Academy will strengthen the support services provided for teachers and parents (including organising seminars and workshops) and expand its collaboration with schools so as to support teachers in identifying and nurturing gifted students.

- End -

CONTROLLING OFFICER'S REPLY

EDB133

(Question Serial No. 3141)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention under this Programme that the Education Bureau (EDB) will continue to enhance the support for students with autism spectrum disorder (ASD) by assisting public ordinary schools to deploy a 3-tier intervention model by phases. Please advise this Committee of the following –

1. the measures to support students with ASD, the number of student beneficiaries and the expenditure involved in the past 3 years and the estimated expenditure this year;
2. the details of expansion of the Strength-based Programme under the Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder to help senior secondary students with ASD unleash their potential and strengthen their life planning, the estimated expenditure and the estimated numbers of participating schools and student beneficiaries; and
3. after completing the basic education, students with ASD may still require professional training and support services on an ongoing basis. How will EDB ensure the transition of services with rehabilitation service units serving persons with autism (such as Support Centre for Persons with Autism under the Social Welfare Department)?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 49)

Reply:

1.
To further enhance the effectiveness of the support rendered by schools for students with Autism Spectrum Disorder (ASD), the Government has been assisting public sector ordinary primary and secondary schools to implement the Model on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder (ASD Model) in phases starting from the 2020/21 school year to enhance the support for students with ASD. Under this model, the Education Bureau (EDB) provides situated learning and practice-based

coaching for teachers through School-based Multi-Disciplinary Professional Support. Through the provision of consultation, case discussion, lesson observation and feedback, workshops and inter-school network sharing, the confidence and abilities of teachers and school personnel in supporting students with ASD are enhanced. Moreover, starting from the 2021/22 school year, we have made use of small group training on social adaptive skills through Non-Governmental Organisation (NGO)-School Collaboration to improve social adaptive and learning capabilities of students with ASD. In the course of observing the professional staff from the NGOs demonstrating the effective support measures, the professional competence of teachers and school personnel catering for students with ASD can be enhanced, so that these strategies and skills can be applied and developed at schools on an ongoing basis.

The number of students with ASD benefitted from the ASD Model and the expenditure involved from the 2019/20 to 2022/23 school years are tabulated below –

School Year	2019/20^{Note 1}	2020/21^{Note 2}	2021/22^{Note 3}	2022/23 (Revised Estimate)
No. of student beneficiaries	2 770	4 120	8 940	9 660
Expenditure (\$ million)	N/A	6.2	55.4	61.6

Notes:

1. School-based Multi-Disciplinary Professional Support was a pilot project in the 2019/20 school year, with services provided by professional staff of EDB.
2. The expenditure for the 2020/21 school year was used on the preparatory work for the NGO-School Collaboration Programme.
3. As the NGO-School Collaboration Programme has been fully implemented starting from the 2021/22 school year, the number of beneficiaries and the expenditure increased substantially when compared with the 2020/21 school year.

2.

The Strength-based Programme is a newly added support programme under the ASD Model rolled out by EDB in the 2021/22 school year. With senior secondary students with ASD as the major service targets, the Programme aims to help students build on their strengths and unleash their potential. Under this Programme, EDB organises special courses (such as urban planning, digital video production and drone programming) that accord with the strengths and interests of students with ASD, with a view to developing their knowledge, skills and potential, and helping them accumulate successful experiences. The programmes are delivered by professionals who impart expert knowledge and share industry information to facilitate students' exploration of their career paths. In addition, NGOs arrange social workers for on-site collaboration, provide students with guidance in social, communication or emotion management skills by applying evidence-based support strategies, and liaise with relevant teachers and parents regularly to advise them of the students' performance and make recommendations to support the students. In the 2022/23 school year, about 100 secondary schools and 300 secondary students with ASD benefitted from the Programme. The revised estimated expenditure involved is about \$3.6 million, which has been included in the expenditure set out in the table above.

3.

To facilitate the life planning of students with ASD, EDB published the Whole School Approach to Providing Tiered Support for Students with ASD – School Support Model Resource Manual for Senior Secondary School in 2021 for reference of all secondary schools. In the chapter of Self-understanding and Exploration and Planning of Education and Career Pathways, various support measures are introduced to enable school personnel to help senior secondary students with ASD with life planning through diversified strategies. Besides, we also organise Strength-based Programmes to strengthen the support for senior secondary students with ASD in exploring their career pathways. To assist school leavers with special educational needs (SEN), including those with ASD, in receiving appropriate support for further studies or career pursuits, EDB requires secondary schools to discuss post-school arrangements with these students and their parents as early as possible, including referring students for relevant support services when necessary. To further enhance the procedures on transfer of SEN information, an electronic channel has been established in EDB's Special Education Management Information System to facilitate secondary schools to transfer SEN information of school leavers to their recipient post-secondary institutions/related organisations, thus enhancing the effectiveness of transition and adaptation of secondary school leavers to post-secondary education.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 2424)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. Under Programme (6) Other Educational Services and Subsidies, it is indicated that with regard to national education, the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes, arranges professional exchange programmes for teachers, and also provides professional support, where appropriate, to schools. Given that cross-boundary travel was not possible under the epidemic, please advise what forms of Mainland exchange programmes for students and exchange programmes for teachers were adopted instead in 2022-23, and of the changes in the estimates. As for the professional support provided by EDB, where appropriate, to schools, what kinds of support are available and what is the expenditure involved?
2. EDB states that in 2023-24, it will continue to enhance education development at the local, national and international levels, as well as national education and national security education among newly appointed and serving teachers and teachers to be promoted. What are the measures and assessment arrangements in place? And what are the estimates?
3. EDB states that in 2023-24, it will continue to provide additional resources through the Quality Education Fund (QEF) for application by publicly-funded schools and kindergartens joining the kindergarten education scheme to implement activities to promote national education, national security education, as well as media and information literacy education. Please list the total numbers of national education and value education programmes approved by QEF, the total amount of grant disbursed and the expenditure per beneficiary in 2022-23.

Asked by: Hon LI Sai-wing, Stanley (LegCo internal reference no.: 34)

Reply:

1.

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of Citizenship and Social Development (CS) also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. As Mainland exchange programmes for primary and secondary students have been suspended since end-January 2020 due to the epidemic, the expenditures involved in Mainland exchange programmes for students from the 2020/21 to 2022/23 school years are not available. The number of senior secondary students participating in CS Mainland study tours in the 2022/23 school year and the expenditure involved are as follows:

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	50 000	60

[@] Manpower resources for the provision of CS Mainland study tours are subsumed under the recurrent expenditure of EDB.

⁺ Provisional figures

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included "Life-wide Learning" as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students' learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

On the Sister School Scheme, EDB provides a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme (DSS) school (including special school) that has formed sister school(s) with its counterpart(s) in the Mainland. Since early 2020, physical exchanges between sister schools have been affected by the persisting COVID-19 epidemic and cross-boundary travel restrictions. Despite that, a number of sister schools organised and continued online exchanges during the epidemic so that they could keep learning from each other and continue to share their experience and insights at the school management, teacher and student levels. As the epidemic subsides and normal travel between the Mainland and Hong Kong resumes, sister schools will restart physical visits while conducting online exchanges in parallel for a dual-track development so as to further

strengthen mutual communication and interaction among sister schools, as well as enhancing the effectiveness of the Sister School Scheme.

As regards exchanges among teachers, EDB organises various Mainland professional exchange activities for teachers to deepen their understanding of the Mainland's latest development, thereby widening their horizons and enhancing their professional competence. Under the impact of the COVID-19 epidemic, professional exchange activities to be held in the Mainland after end-January 2020 have been postponed, and some exchange activities (e.g. Advanced Course on Teaching of Putonghua) have moved online. With resumption of normal travel between Hong Kong and the Mainland, we will resume the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland in the 2023/24 school year. Moreover, as mentioned in the Chief Executive's 2022 Policy Address, newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools would be required to participate in the Mainland study tours; while serving teachers would be offered more Mainland study opportunities to experience the development of our country and strengthen their abilities to nurture students' sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland, EDB will organise 7 Mainland study tours for newly-joined teachers in the current school year, with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics. The Mainland study tours for promoted teachers will be held in the 2023/24 school year. EDB has been actively liaising with relevant Mainland authorities on the co-ordination and preparation of the Mainland study tours for teachers and will increase the number of tour places for teachers' participation in the next school year.

At present, EDB provides school-based professional support services to schools covering different learning areas/ subjects/ cross-curricular domains, which include support foci such as national education, national security education (NSE), and the Chinese culture. Support is given to teachers through regular meetings, lesson observations and professional development activities, etc. to enhance their teaching effectiveness. As staff establishment and expenditures involved in the provision of the above professional support services are subsumed under the recurrent expenditure of EDB, no breakdown is available.

2.

EDB attaches great importance to the professional quality of the teaching force and is committed to enhancing the professional competence of principals and teachers through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has provided structured training for newly-joined teachers and in-service teachers, and enhanced the arrangements of training for teachers aspiring for promotion. Details are as follows –

(a) Training programme for Newly-joined Teachers: Teachers appointed to teach in public sector schools or DSS schools for the first time are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. The core training covers “Teachers’ Professional Role”, “Local Education Policies and Initiatives” and “National and International Education Development”.

(b) Training for In-service Teachers: Serving teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes/activities, namely “Teachers’ Professional Roles, Values and Conduct” and

“Local, National and International Education Issues”, with not less than 6 hours spent on each category.

(c) Enhanced arrangements of training for promotion: The training includes the Core and Elective Parts. The Core Part comprises 30 hours of designated programmes focusing on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills, while the Elective Part comprises 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of suitable training programmes according to the professional expertise required for respective promotion posts. Teachers must complete the designated training programmes in the Core Part and the required number of hours of training programmes in the Elective Part within 5 years prior to their individual date of substantive promotion.

To help teachers correctly understand the constitutional status of the Hong Kong Special Administrative Region and enhance their understanding of our country’s development, the above core training programmes cover contents about the Constitution, the Basic Law and the Hong Kong National Security Law. Mainland study tours for the newly-joined teachers and promoted teachers in public sector schools are also part of the core training programmes that they are required to join.

EDB has also introduced measures on teachers’ entry requirement to promote their correct understanding of the Basic Law and the National Security Law. Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass BLT will be extended to all DSS schools and kindergartens joining the kindergarten education scheme. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and the National Security Law.

As the expenditures and estimates involved in teacher training and the aforementioned test are subsumed under the overall expenditure, a breakdown is not available.

3.

National education is an important component of values education. QEF has included “Positive Values” as one of the priority themes. In November 2021, EDB launched an enhancement measure under QEF for schools to apply for additional funding to step up measures to promote values education, which encompasses national education and NSE, etc. Since the launch of the enhancement measure, QEF has supported more than 640 relevant projects with a total funding of over \$150 million. In general, relevant project activities are implemented by schools using a whole-school approach and the beneficiaries, apart from students, often include different stakeholders such as teachers and parents. Implementing project activities not only benefits students’ learning and development, but also brings positive impact on teachers’ professional development, home-school co-operation, school culture and atmosphere, etc. Calculating the amount of expenditure per beneficiary, however, could neither fully reflect the actual circumstances of project implementation nor the project impact on school education.

- End -

CONTROLLING OFFICER'S REPLY

EDB135

(Question Serial No. 1652)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to the Matters Requiring Special Attention in 2023-2024, the Government will continue to provide additional funding to all public sector and Direct Subsidy Scheme (DSS) primary schools admitting non-Chinese speaking (NCS) students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools. In this connection, will the Government inform this Committee of:

- (a) the number of NCS students by grade level in public sector primary schools and DSS primary schools offering local curriculum in the past three school years; and
- (b) support measures for NCS students to learn Chinese language and relevant expenditure in the past three school years?

Asked by: Hon LOONG Hon-biu, Louis (LegCo internal reference no.: 25)

Reply:

- (a) The total number of non-Chinese speaking (NCS) students studying in public sector primary schools and Direct Subsidy Scheme (DSS) primary schools offering the local curriculum by grade level from the 2019/20 to 2021/22 school years is set out at Annex 1.
- (b) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools. The “Learning Framework” has provided steps and methods for learning and teaching, and assessment according to the needs of NCS students for learning Chinese as a second language. With reference to

the “Learning Framework”, teachers can set learning targets, learning progress and expected learning outcomes on reading, writing, listening and speaking, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help them learn Chinese progressively. EDB has also provided Applied Learning Chinese (for NCS students) (ApL(C)) at the senior secondary level for NCS students to obtain an alternative Chinese Language qualification through an additional channel, preparing them for further studies and career pursuits. In addition to the qualification of the Hong Kong Diploma of Secondary Education Examination (HKDSE), ApL(C) is also pegged at the Qualifications Framework Levels 1 to 3.

As regards resources, starting from the 2014/15 school year, EDB has provided additional funding to public sector primary and secondary schools (including special schools) and DSS schools offering the local curriculum and admitting NCS students to facilitate their implementation of the “Learning Framework” and creation of an inclusive learning environment in schools. Starting from the 2020/21 school year, the Government has further extended the scope of beneficiary schools so that all schools admitting NCS students can be provided with an additional subsidy depending on the number of NCS students admitted. The amount of the additional subsidy concerned ranges from about \$0.15 million to about \$1.5 million per year.

EDB has all along been developing diversified learning and teaching resources to provide teachers with guidelines and support in curriculum planning, learning and teaching, and assessment. All these resources have been uploaded onto the EDB webpage and will be updated on an ongoing basis. Among others, EDB has developed a set of learning and teaching materials, including student textbooks, workbooks and teaching reference materials, for NCS students at the primary level. The materials have been uploaded onto the EDB webpage and distributed to schools. Schools may adapt these materials with reference to their curriculum to cater for the diverse learning needs of NCS students. EDB will continue to organise relevant professional development programmes to enhance teachers’ professional capacity.

All in all, to encourage and support the integration of NCS students into the community, and facilitate their early adaptation to the local education system and mastery of the Chinese language, EDB has implemented corresponding measures at the learning stages from pre-primary to secondary education. The support measures for NCS students’ learning of Chinese and the relevant expenditures from the 2019/20 to 2021/22 school years are tabulated at [Annex 2](#).

**Number of non-Chinese speaking (NCS) students
in public sector and Direct Subsidy Scheme (DSS) primary schools
from the 2019/20 to 2021/22 school years**

Grade level	2019/20 school year	2020/21 school year	2021/22 school year
Primary 1	1 721	1 780	1 730
Primary 2	1 707	1 764	1 771
Primary 3	1 691	1 735	1 742
Primary 4	1 709	1 684	1 708
Primary 5	1 639	1 670	1 648
Primary 6	1 584	1 629	1 601
Total	10 051	10 262	10 200

Notes:

1. Figures refer to the position as at mid-September of the respective school years, except for those of the 2020/21 school year, which refer to the position as at mid-October.
2. Figures include public sector primary schools and DSS primary schools offering the local curriculum, but exclude special schools.
3. Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.

**Support measures for non-Chinese speaking (NCS) students’
learning of Chinese and the expenditures
from the 2019/20 to 2021/22 school years**

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Increasing the funding to schools on a tiered basis according to the number of NCS students admitted, and enhancing school-based professional support services to facilitate schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and support for NCS students’ learning of Chinese, as well as the creation of an inclusive learning environment in schools	282.4	357.1	363.1
Provision of student grant for Applied Learning Chinese (for NCS students)	6.0	5.9	6.6
Development of the “Learning Framework” and the supporting learning and teaching materials	3.0	3.0	3.0
Provision of additional resources for secondary schools admitting NCS students to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	13.3 (Note 2)	-	-
Development of the “Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)” and the supporting learning and teaching materials. The measure has been implemented starting from the 2019/20 school year.	0.6	2.3	1.9
Organising district-based programmes in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	0.6 (Note 3)	0.7 (Note 3)	1.0 (Note 3)
Provision of training programmes for Chinese Language teachers teaching NCS students	(Note 4)	(Note 4)	(Note 4)

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for kindergartens (KGs) and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students	3.0	14.2	13.5
Enhancing the subsidy for KGs admitting NCS students with a 5-tiered subsidy which is provided based on the number of NCS students admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS students.	111.9	117.8	125.4
Provision of specific training courses on supporting NCS students for KG teachers. (Note 5)	0.1 (Note 6)	1.0 (Note 6)	3.5 (Note 6)
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.0	0.3 (Note 7)	2.0
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers	2.1	4.6	4.9
Provision of a series of parent education programmes for parents of NCS students to help them support their children's learning, encourage their children to master the Chinese language and help them have a more comprehensive understanding of the multiple pathways available to their children. The measure has been implemented since the 2020/21 school year.	-	2.0 (Note 8)	2.3 (Note 8)

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a “subsidised examination fee” on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language).	5.1 (Note 9)	6.2 (Note 9)	6.9 (Note 9)

Notes:

- As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB’s overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
- EDB provided all public sector secondary schools and Direct Subsidy Scheme secondary schools with junior secondary NCS students pursuing the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at the junior secondary level. Due to the impact of the COVID-19 epidemic, EDB extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which had received the grant could continue to make use of the unspent balance until 31 August 2021.
- Due to the COVID-19 epidemic, classes, face-to-face classes and school activities had to be suspended and some of the originally scheduled activities were cancelled.
- As the programmes are subsumed under EDB’s recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
- Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses on supporting NCS students has been included in the actual expenditure.
- Due to the impact of the COVID-19 epidemic, some courses in the 2019/20 school year were postponed to the 2020/21 school year. These courses and all the courses for the 2020/21 school year were completed by August 2021, with a blended mode of face-to-face and online courses. All the courses for the 2021/22 school year were completed on schedule with a blended mode of face-to-face and online courses.
- There is a drop in the enrolment due to the impact of the COVID-19 epidemic.
- The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
- With the Government paying the examination fees for school candidates of the 2020 to 2022 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned from the 2019/20 to 2021/22 school years was waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB136

(Question Serial No. 1653)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to the Matters Requiring Special Attention in 2023-2024, the Government will continue to provide additional funding to all public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools offering the local curriculum and admitting non-Chinese speaking (NCS) students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools. Meanwhile, the non-recurrent grant of \$50,000 per school year in the 2018/19 and 2019/20 school years to each of the public sector and DSS secondary schools which admitted NCS student for supporting NCS student to use Chinese in learning Chinese History as an independent compulsory subject in junior secondary level has already expired. In this connection, will the Government inform this Committee of:

- (a) the number of NCS students by grade level in public sector secondary schools and DSS secondary schools offering local curriculum in the past three school years;
- (b) support measures for NCS students to learn Chinese language and Chinese history and relevant expenditure in the past three school years; and
- (c) the measures implemented and resources allocated upon the expiry of the non-recurrent grant to secondary schools to support NCS students to learn Chinese history and culture?

Asked by: Hon LOONG Hon-biu, Louis (LegCo internal reference no.: 26)

Reply:

- (a) The number of non-Chinese speaking (NCS) students studying in public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools offering the local curriculum by grade level from the 2019/20 to 2021/22 school years is set out at Annex 1.

- (b) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, and provided schools with teaching resources, teacher training and professional support to further enhance the support for NCS students' learning of the Chinese language, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, and the creation of an inclusive learning environment in schools. The "Learning Framework" has provided steps and methods for learning and teaching, and assessment according to the needs of NCS students for learning Chinese as a second language. With reference to the "Learning Framework", teachers can set learning targets, learning progress and expected learning outcomes on reading, writing, listening and speaking, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help them learn Chinese progressively. EDB has also provided Applied Learning Chinese (for NCS students) (ApL(C)) at the senior secondary level for NCS students to obtain an alternative Chinese Language qualification through an additional channel, preparing them for further studies and career pursuits. In addition to the qualification of the Hong Kong Diploma of Secondary Education Examination (HKDSE), ApL(C) is also pegged at the Qualifications Framework Levels 1 to 3.

As regards resources, starting from the 2014/15 school year, EDB has provided additional funding to public sector primary and secondary schools (including special schools) and DSS schools offering the local curriculum and admitting NCS students to facilitate their implementation of the "Learning Framework" and creation of an inclusive learning environment in schools. Starting from the 2020/21 school year, the Government has further extended the scope of beneficiary schools so that all schools admitting NCS students can be provided with an additional subsidy depending on the number of NCS students admitted. The amount of the additional subsidy concerned ranges from about \$0.15 million to about \$1.5 million per year.

EDB has all along been developing diversified learning and teaching resources to provide teachers with guidelines and support in curriculum planning, learning and teaching, and assessment. All these resources have been uploaded onto the EDB webpage and will be updated on an ongoing basis. Among others, EDB has developed a set of learning and teaching materials, including student textbooks, workbooks and teaching reference materials, for NCS students at the primary level. The materials have been uploaded onto the EDB webpage and distributed to schools. Schools may adapt these materials with reference to their curriculum to cater for the diverse learning needs of NCS students. EDB will continue to organise relevant professional development programmes to enhance teachers' professional capacity.

To support NCS students in learning Chinese History, the Curriculum Development Council set up the Ad Hoc Committee on Supporting Non-Chinese Speaking Students Learning Chinese History and Chinese Culture to advise on learning and teaching strategies, curriculum adaptation, and other pedagogical measures in 2018, and published "The Adapted Framework of the Chinese History Curriculum (Secondary 1 to 3) (2019) (for NCS Students)" in July 2019 for reference of schools admitting NCS students at the junior secondary level. EDB has also been developing learning and teaching resources to support NCS students in learning Chinese History. Examples include "S1 Chinese History Bilingual Learning and Teaching Package (For NCS

Students)”, “A Chinese-English Glossary of Terms Commonly Used in the Teaching of Junior Secondary Chinese History”, “Learning and Teaching Package for ‘History of War in China’” and “Teaching Design Exemplars”. Besides, EDB has organised different professional training programmes to support Chinese History teachers teaching NCS students, including workshops on designing learning and teaching materials, learning circle activities and teaching experience sharing sessions. Starting from the 2020/21 school year, EDB, in collaboration with professional organisations, launched a 3-year professional support scheme to support Secondary 1 to 3 NCS students in learning Chinese History.

All in all, to encourage and support the integration of NCS students into the community, and facilitate their early adaptation to the local education system and mastery of the Chinese language, EDB has implemented corresponding measures at the learning stages from pre-primary to secondary education. The support measures for NCS students’ learning of the Chinese Language and Chinese History and the relevant expenditures from the 2019/20 to 2021/22 school years are tabulated at [Annex 2](#).

- (c) After the EDB’s non-recurrent grant provided for all public sector and DSS secondary schools admitting NCS students has expired, the schools concerned may use the Life-wide Learning Grant and other provisions, including the Expanded Operating Expenses Block Grant, to integrate life-wide learning strategy into the daily learning and teaching of Chinese History, so as to provide NCS students with more lively and richer learning experiences, thereby enhancing their motivation in learning Chinese History and Chinese culture. EDB will also continue to develop diversified learning and teaching resources and organise various types of professional training programmes for teachers. Relevant resources are met by the general recurrent expenditure on Chinese History education.

**Number of non-Chinese speaking (NCS) students
in public sector and Direct Subsidy Scheme (DSS) secondary schools
from the 2019/20 to 2021/22 school years**

Grade level	2019/20 school year	2020/21 school year	2021/22 school year
Secondary 1	1 882	1 869	1 917
Secondary 2	1 663	1 879	1 798
Secondary 3	1 656	1 645	1 810
Secondary 4	1 630	1 636	1 634
Secondary 5	1 474	1 493	1 493
Secondary 6	1 334	1 403	1 408
Total	9 639	9 925	10 060

Notes:

1. Figures refer to the position as at mid-September of the respective school years, except for those of the 2020/21 school year, which refer to the position as at mid-October.
2. Figures include public sector secondary schools and DSS secondary schools offering the local curriculum, but exclude special schools.
3. Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.

**Support measures for non-Chinese speaking (NCS) students’
learning of the Chinese Language and Chinese History and the expenditures
from the 2019/20 to 2021/22 school years**

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Increasing the funding to schools on a tiered basis according to the number of NCS students admitted, and enhancing school-based professional support services to facilitate schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and support for NCS students’ learning of Chinese, as well as the creation of an inclusive learning environment in schools	282.4	357.1	363.1
Provision of student grant for Applied Learning Chinese (for NCS students)	6.0	5.9	6.6
Development of the “Learning Framework” and the supporting learning and teaching materials	3.0	3.0	3.0
Provision of additional resources for secondary schools admitting NCS students to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	13.3 (Note 2)	-	-
Development of the “Adapted Framework of the Chinese History Curriculum (Secondary 1-3) (2019) (for NCS Students)” and the supporting learning and teaching materials. The measure has been implemented starting from the 2019/20 school year.	0.6	2.3	1.9
Organising district-based programmes in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	0.6 (Note 3)	0.7 (Note 3)	1.0 (Note 3)
Provision of training programmes for Chinese Language teachers teaching NCS students	(Note 4)	(Note 4)	(Note 4)

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Commissioning post-secondary institutions to provide school-based professional support services and develop resource packages for kindergartens (KGs) and schools admitting NCS students so as to enhance the professional capacity of teachers for teaching Chinese to NCS students	3.0	14.2	13.5
Enhancing the subsidy for KGs admitting NCS students with a 5-tiered subsidy which is provided based on the number of NCS students admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS students.	111.9	117.8	125.4
Provision of specific training courses on supporting NCS students for KG teachers. (Note 5)	0.1 (Note 6)	1.0 (Note 6)	3.5 (Note 6)
Organising Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.0	0.3 (Note 7)	2.0
Setting up Chinese Language Learning Support Centres to offer remedial programmes and provide learning and teaching resources for NCS students, and to organise workshops for experience sharing with teachers	2.1	4.6	4.9
Provision of a series of parent education programmes for parents of NCS students to help them support their children's learning, encourage their children to master the Chinese language and help them have a more comprehensive understanding of the multiple pathways available to their children. The measure has been implemented since the 2020/21 school year.	-	2.0 (Note 8)	2.3 (Note 8)

Support measure	Actual expenditure (\$ million) (Note 1)		
	2019/20 school year	2020/21 school year	2021/22 school year
Subsidising eligible school candidates entering for the Chinese Language examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, to the effect that subsidised school candidates are only required to pay a “subsidised examination fee” on par with the examination fee for the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language).	5.1 (Note 9)	6.2 (Note 9)	6.9 (Note 9)

Notes:

- As the manpower and administrative expenses incurred by different sections under EDB for implementing the measures are subsumed under EDB’s overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
- EDB provided all public sector secondary schools and Direct Subsidy Scheme secondary schools with junior secondary NCS students pursuing the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at the junior secondary level. Due to the impact of the COVID-19 epidemic, EDB extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which had received the grant could continue to make use of the unspent balance until 31 August 2021.
- Due to the COVID-19 epidemic, classes, face-to-face classes and school activities had to be suspended and some of the originally scheduled activities were cancelled.
- As the programmes are subsumed under EDB’s recurrent expenditure/offered by individual post-secondary institutions and funded by the University Grants Committee, a breakdown of expenditure by item is not available.
- Starting from the 2018/19 school year, EDB has provided a supply teacher grant to facilitate KGs in arranging teachers to attend specified recognised courses (including specified training courses on supporting NCS students). The expenditure on the supply teacher grant for specified recognised training courses on supporting NCS students has been included in the actual expenditure.
- Due to the impact of the COVID-19 epidemic, some courses in the 2019/20 school year were postponed to the 2020/21 school year. These courses and all the courses for the 2020/21 school year were completed by August 2021, with a blended mode of face-to-face and online courses. All the courses for the 2021/22 school year were completed on schedule with a blended mode of face-to-face and online courses.
- There is a drop in the enrolment due to the impact of the COVID-19 epidemic.
- The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
- With the Government paying the examination fees for school candidates of the 2020 to 2022 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned from the 2019/20 to 2021/22 school years was waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 1659)

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 (Ms Michelle LI)
Director of Bureau: Secretary for Education

Question:

As mentioned in the Budget Speech Paragraph 173, the Financial Secretary has stated that the Vocational Training Council will launch a two-year pilot project starting from the 2023/24 academic year enabling secondary school students to have an early exposure to vocational and professional education and training and helping them explore their interests. In this connection, will the Government inform this Committee of –

- (a) information on the training programmes to be offered under this pilot project;
- (b) the number of training places to be provided by each programme in this pilot project; and
- (c) resource allocated to implement this pilot project?

Asked by: Hon LOONG Hon-biu, Louis (LegCo internal reference no.: 2)

Reply:

(a) to (c)

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB138

(Question Serial No. 1660)

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 (Ms Michelle LI)
Director of Bureau: Secretary for Education

Question:

As mentioned in the Budget Speech Paragraph 173, the Financial Secretary has stated that the Government would launch the Diploma of Applied Education (DAE) Programme on a regular basis in the 2023/24 academic year in place of the existing Diploma Yi Jin Programme. In this connection, will the Government inform this Committee of:

- (a) the expected number of school places offered under DAE Programme; and
- (b) estimated expenditure for implementing DAE Programme?

Asked by: Hon LOONG Hon-biu, Louis (LegCo internal reference no.: 3)

Reply:

Starting from the 2023/24 academic year, the Education Bureau will launch a brand-new Diploma of Applied Education (DAE) Programme on a regular basis in place of the Diploma Yi Jin Programme to continuously provide an alternative pathway for Secondary 6 school leavers and adult learners to obtain a formal qualification for the purposes of employment and further study.

- (a) DAE Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2023/24 academic year. Subject to the actual circumstances, the institutions concerned will make adjustments as necessary to meet the demands.
- (b) The estimated expenditure for DAE Programme is about \$100 million per academic year, which covers the expenses of tuition fee reimbursement, support services for students and teachers, maintenance and updating of the Learning Management System, and publicity work, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB139

(Question Serial No. 1432)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the promotion of national education, the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. In this connection, please advise this Committee of the following –

- a) What were the specific measures taken by EDB to promote exchange activities for teachers and students in the past?
- b) What are the specific plans to promote the relevant activities after the pandemic?
- c) What was the total expenditure incurred in this regard in the past 5 years?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 7)

Reply:

(a) to (c)

Mainland exchange activities for students

The Education Bureau (EDB) attaches great importance to national education. Under the “multi-pronged and co-ordinated” approach, EDB has been strengthening related work and devoted considerable resources to supporting Mainland exchange programmes for students through organising diversified Mainland exchange programmes and subsidising those organised by schools. These programmes cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities, to let students gain first-hand experience of our country’s development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity.

As Mainland exchange programmes for primary and secondary students have been suspended since end January 2020 due to the epidemic, the expenditures involved in Mainland exchange programmes for students from the 2020/21 to 2022/23 school years are not available. Mainland exchange programmes will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. The estimated expenditure is \$115 million. The expenditures on Mainland exchange programmes for students from the 2018/19 to 2019/20 school years are as follows :

School year	Expenditure (\$ million) [@]
2018/19	108.9
2019/20	14.9

[@] Manpower resources for the provision of Mainland exchange programmes for students are subsumed under the recurrent expenditure of EDB.

As an integral part of the curriculum of the senior secondary Citizenship and Social Development (CS), CS Mainland study tours provide senior secondary CS students with first-hand understanding of our country and its latest development through field study activities, enhancing their understanding and appreciation of the Chinese culture and cultivating their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditures for CS Mainland study tours in the 2022/23 and 2023/24 school years are \$60 million and \$116 million respectively. In addition, starting from the 2018/19 school year, EDB has been providing a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister school(s) with its counterpart(s) in the Mainland to enhance students' understanding of the Mainland and facilitate cultural exchange. The amount of grant per school for the 2022/23 school year is around \$160,000. Schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included "Life-wide Learning" as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students' learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

Mainland exchange activities for teachers

EDB also organises various Mainland professional exchange activities for teachers to deepen their understanding of the Mainland's latest development, thereby widening their horizons and enhancing their professional competence. Destinations of these professional exchange activities cover different provinces and cities (e.g. Beijing, Wuhan, Chengdu, Nanning, Hefei, and cities in the Guangdong Province) and the activities generally include school visits, thematic seminars, visits to enterprises and cultural sites.

In addition, EDB will organise Mainland study tours for newly-joined teachers and promoted teachers with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics so that teachers can, through direct personal observation and experience, school visits and professional sharing with the Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development so as to broaden their horizons. With full resumption of normal travel between Hong Kong and the Mainland, EDB will organise 7 Mainland study tours for newly-joined teachers in the current school year, while the Mainland study tours for promoted teachers will be held in the 2023/24 school year. EDB has been actively liaising with relevant Mainland authorities on the co-ordination and preparation of the Mainland study tours for teachers and will increase the number of tour places for teachers' participation in the next school year.

The expenditure on Mainland exchange activities for teachers is as follows –

School year	Expenditure (\$ million)[@]
2018/19	7.1
2019/20	5.0
2020/21	0.9
2021/22 [#]	0
2022/23 ⁺	8.7

[@] Manpower resources for the provision of the Mainland exchange programmes are subsumed under the recurrent expenditure of EDB.

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

⁺ Provisional figures (some activities may be held online).

- End -

CONTROLLING OFFICER'S REPLY

EDB140

(Question Serial No. 1434)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is indicated under Matters Requiring Special Attention that the Education Bureau will launch the Business-School Partnership Programme (BSPP) 2.0 with more business partners covering more industries, to widen students' exposure and enhance life planning. In this connection, will the Government advise this Committee of the following –

- (a) How many industries, enterprises and students have participated in BSPP since it was launched?
- (b) What are the major changes in BSPP 2.0 as compared to BSPP? How many industries and enterprises have undertaken to participate in BSPP 2.0 to date? What is the specific quota on student participants?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 9)

Reply:

(a) and (b)

Since the 2014/15 school year, the Education Bureau (EDB) has been promoting life planning education and collaborating with various business corporations, government departments and community organisations through the Business-School Partnership Programme (BSPP) to provide students with diversified career exploration activities with a view to facilitating them to learn about different industries, equipping them with relevant information and developing a proper work attitude.

To widen students' career-world perspective, EDB has further promoted co-operation between the business sector and schools through launching BSPP 2.0 in the 2022/23 school year. It is targeting to increase the number of business partners by about 15% (about 60 business partners) within the 2022/23 school year. In this regard, EDB has been actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees under the Qualifications Framework (including emerging industries) to encourage more member organisations to join BSPP 2.0, thereby providing students with

more and a wider range of career exploration and work experience activities so that they will have a better understanding of the workplace. Under BSPP 2.0, a series of Holiday Work Experience Programmes will be arranged during major school holidays (e.g. summer holidays, Christmas holidays and Easter holidays) to enable senior secondary students to gain first-hand experience of the actual operation of different industries as well as exploring their interests and career aspirations.

As of the 2021/22 school year, more than 400 business partners have joined BSPP, covering more than 30 industries and benefiting more than 1.29 million student participants. In the 2022/23 school year (as at end-February 2023), the number of business partners has increased by about 90 to 490 and the number of industries has increased to about 40; a total of 770 activities have been organised with student participants of over 14 000.

- End -

CONTROLLING OFFICER'S REPLY

EDB141

(Question Serial No. 1435)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention, it is mentioned that the Education Bureau will continue to provide Mainland exchange opportunities for primary and secondary school students, and provide Mainland study tours for all students taking the senior secondary Citizenship and Social Development (CS) subject. In the connection, will the Government advise this Committee of –

- (a) the number of Mainland exchange tours and Mainland study tours organised or to be organised in 2023; and
- (b) the estimated number of primary and secondary student participants of the relevant exchange and study tours?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 10)

Reply:

(a) and (b)

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. As an integral part of the senior secondary subject of Citizenship and Social Development (CS) curriculum, CS Mainland study tours provide senior secondary CS students with first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between

April and August. Mainland exchange programmes for primary and secondary students, which have been suspended since end-January 2020 due to the epidemic, will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB142

(Question Serial No. 0905)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding teacher registration, please provide the following information –

- (1) the number of teacher registration applications received and the percentage of applications for registration as a Registered Teacher (RT) approved in each of the past 10 years;
- (2) the number of RT and the percentage of those joining the education profession in each of the past 10 years;
- (3) the number of registrations cancelled or applications refused in each year since 2020, with the reasons for each case; and
- (4) the current staff establishment involved in handling teacher registration applications, the approval procedures, and how to ensure that all teachers allowed to teach in schools are fit and proper.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 2)

Reply:

(1) and (2)

According to the Education Ordinance (Cap. 279) and Education Regulations (Cap. 279A), a person who wishes to apply to the Education Bureau (EDB) for registration as a Registered Teacher (RT) must hold a teacher training qualification (e.g. a local bachelor's degree in education or a post-graduate diploma in education). Schools employing teachers who have yet to receive teacher training or who are attending but have yet to complete a teacher training programme are required to apply to EDB for a "Permit to Employ an Unregistered Teacher". The permit will automatically be cancelled upon cessation of employment of a permitted teacher (PT) with the school specified therein. If the PT is employed by another school, the school concerned has to apply for a "Permit to Employ an Unregistered Teacher" for him/her.

Upon completion of relevant teacher training, the PT may apply for registration as a RT. Re-registration is not required when a RT transfers to another school.

The number of teacher registration applications (including RT and PT) and the number of applications approved in each year from 2018 to 2022 are as follows:

Year	RTs		PTs	
	No. of applicants [#]	No. of teachers registered [#]	Applicant count [#]	No. of applications issued with a permit to teach [#]
2018	4 831	4 638	3 503	3 722
2019	4 835	4 722	3 319	3 287
2020	4 598	3 814	2 981	2 252
2021	4 433	4 386	4 142	3 395
2022	4 438	3 813	5 257	3 437

[#] Figures above are compiled based on the dates of application and approval; the vetting procedures for some applications may not be completed within the same year.

The major reasons causing the difference between the number of teacher registration applications and the number of applicants registered as a teacher or issued with a permit to teach in the same year included that some applicants had withdrawn their applications, while some had not provided sufficient information to complete the application procedures or some applications were still being processed.

As at end-February 2023, the accumulated number of RTs was 159 090. EDB does not have information on the percentage of RTs joining the education profession.

(3)

The number of teachers whose registration was cancelled and the number of applicants whose teacher registration application was refused by EDB in each year from 2020 to 2022 are as follows:

Year	No. of teachers whose registration was cancelled*	No. of applicants whose teacher registration application was refused*
2020	7	0
2021	7	1
2022	21	0

* Figures in the above table are compiled based on the dates on which the teachers/applicants concerned were issued a notification concerning the cancellation of teacher registration/refusal of teacher registration application.

Most of the above cases involved illegal acts, including offences relating to sex, child abuse, possession of offensive weapons, criminal damage, theft or fraud. There were also cases of professional misconduct, such as going beyond teacher-student relationships and using inappropriate teaching materials.

(4)

Currently, the Teacher Registration Team of EDB has an establishment of 13 staff to handle matters relating to teacher registration applications. They include 1 Senior Education

Officer (Administration), 3 Education Officers (Administration), 3 Assistant Education Officers (Administration) and 6 staff in the clerical grade.

On receiving a teacher registration application, EDB will vet it against the qualifications laid down in Sections 44 to 46 of the Education Ordinance and Second Schedule of the Education Regulations. Applicants who possess the qualifications will be registered as teachers. When submitting an application for registration as a RT or a PT, the teacher and the school must truthfully declare to EDB whether the teacher concerned has previously been convicted of a criminal offence in Hong Kong or elsewhere (including spent convictions), and whether he/she has ever been refused to be registered as a manager of a school or a teacher or has ever been refused permission to teach, or having been so registered and yet had the registration cancelled in Hong Kong or elsewhere. In processing the applications, EDB will verify the information provided by the applicants and may invite them to come for an interview. Taking all factors into consideration, EDB will strictly scrutinise the applications to ensure that all school teachers are fit and proper to teach.

Besides, EDB frequently reminds schools to guard against improper persons to be appointed as teachers by strengthening the management on appointment and related matters. EDB explicitly requires schools to observe the procedures set out in EDB Circular No. 7/2021 on “Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools”, including that schools should apply to EDB for releasing information regarding the applicant’s registration status after seeking his/her consent. The information released by EDB includes whether the applicant is a RT or is/was a PT, whether their RT or PT status has been cancelled/refused, whether they have received advisory, warning or reprimand letter in respect of their professional conduct and whether EDB is reviewing his/her registration status. We will remind schools of the requirements and monitor their implementation from time to time to ensure compliance and safeguard students’ well-being.

- End -

CONTROLLING OFFICER'S REPLY

EDB143

(Question Serial No. 1069)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise the Committee of the progress of strengthening the promotion of national education and national security education (NSE) in schools in the 2022/23 school year; and whether there are any new promotion programmes in the 2023/24 school year to increase the knowledge and understanding of national education and NSE among teachers and students, enhance their sense of national identity and identification with the Chinese culture, so as to further establish their national dignity and confidence and develop a sense of pride for their Chinese identity; if yes, of the details and estimated expenditure involved; if no, of the reasons.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 3)

Reply:

The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach to promote national education and national security education (NSE), which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, etc., to support schools in promoting national education and NSE within and beyond classroom through whole-school participation, enhancing students’ sense of national identity and national pride, as well as helping students understand their responsibility, as a Chinese, to protect our country together.

Curriculum development

Learning elements relating to national education and NSE have all along been included in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, Citizenship and Social Development (CS), and those related to technology and science. In recent years, EDB has been continuously strengthening national education and NSE through curriculum enhancement, including making Chinese History an independent compulsory subject at the junior secondary level and implementing the new junior secondary Chinese History curriculum starting with Secondary

One from the 2020/21 school year to enable students to learn about our country's history and development in a holistic and systematic manner; replacing Liberal Studies by CS starting with Secondary Four in the 2021/22 school year; launching the Curriculum Framework of National Security Education in Hong Kong and 15 respective subject curriculum frameworks on NSE in 2021 for schools' reference to facilitate the holistic planning of and whole-school participation in promoting NSE; and releasing the Primary Education Curriculum Guide (Pilot Version) in September 2022, which encompasses the learning elements of national education and NSE.

Learning and teaching resources

As an ongoing effort, EDB has been providing schools with a variety of learning and teaching resources such as teaching resources on the Constitution of the People's Republic of China, National Security Education Online Learning Platform, and National Security Education Exhibition Boards, with a view to helping schools promote national education within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform "National Education One-stop Portal" has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country as well as NSE, etc. on an ongoing basis.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. EDB has also introduced measures on teachers' entry requirement to promote their correct understanding of the Basic Law and National Security Law. Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass BLT will be extended to all Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and the National Security Law. Moreover, EDB will also arrange Mainland study tours of 3 to 4 days for teachers, so that they can, through direct personal observation and experience, school visits and professional exchange with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons.

In addition, EDB has continuously organised knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", as well as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic law, encompassing the historical background of "One Country, Two Systems" and the drafting process of the Basic Law, as well as the constitutional basis

and structure of the Basic Law. To support schools in promoting NSE, EDB has also organised Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

Life-wide learning activities

EDB organises diversified activities for primary and secondary students on an ongoing basis, such as the Chinese Classic Sayings campaign, the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day and National Constitution Day Online Quiz Competitions, the Territory-wide Primary Schools Quiz Competition on Chinese History and Culture, as well as the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture. In addition, under the Constitution and Basic Law Student Ambassadors Training Scheme, thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities has been overwhelming. Furthermore, EDB has jointly organised with the Security Bureau the Let's Join Hands in Safeguarding National Security Programme, activities of which include the Slogan-cum-Poster Design Competition on National Security, and the National Security Online Quiz Competition. The Programme aims to create an atmosphere of safeguarding national security and enhance students' and teachers' understanding of the Constitution, the Basic Law and national security, thereby pooling our strengths to safeguard national security. To facilitate schools in organising school-based national education and NSE activities on important days, EDB has also compiled the "National Education – Event Planning Calendar".

Being the school sponsoring body of government schools, EDB has taken the lead in adopting a whole-school and joint-school collaborative approach in the 2022/23 school year to launch a series of inter-school national education activities under the theme of "Love Our Home, Treasure Our Country" in accordance with the "National Education – Event Planning Calendar" issued by EDB to commemorate key national events and promote national education.

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The subject of CS also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture, and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. Mainland exchange programmes for students will also be resumed in the 2023/24 school year. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

Home-school cooperation

EDB has been encouraging schools to maintain close contact with parents and foster home-school cooperation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students' awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards.

Apart from CS Mainland study tours and Mainland exchange programmes for students, the estimates on the above items will be subsumed under EDB's recurrent expenditure, and no breakdown is available. In the future, EDB will continue to make optimal use of the recurrent funding and work closely with relevant government departments and non-governmental organisations to enhance the aforementioned diversified measures, thereby raising teachers' and students' knowledge and understanding of national education and NSE, and better supporting schools in the promotion thereof.

- End -

CONTROLLING OFFICER'S REPLY

EDB144

(Question Serial No. 1070)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) and their percentage share among all KGs in Hong Kong in the 2022/23 school year by District Council district, school type (i.e. operating half-day/whole-day/long whole-day classes), number of students, level of school fees and teacher-to-student ratio.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 4)

Reply:

In the 2022/23 school year, a total of 749 kindergartens and kindergarten-cum-child care centres (collectively referred to as KGs) have joined the Kindergarten Education Scheme (the Scheme). In terms of the 1 026 KGs in Hong Kong (i.e. including eligible KGs, local private independent (PI) KGs and non-local KGs), KGs joining the Scheme account for about 73%. The number and percentage share of KGs joining the Scheme by District Council district, school type and number of students are tabulated respectively in Annex 1.

KGs joining the Scheme receive substantial subsidy from the Government, and their teacher-to-student ratio is subject to the terms of the Scheme. Since these KGs and the KGs not joining the Scheme differ in their main source of income and structure, it is inappropriate to draw a comparison between KGs joining the Scheme and all KGs in Hong Kong or to calculate the relevant percentage.

The number of KGs joining the Scheme and collecting school fees, as well as the lowest, highest, median and weighted average annual school fees of KGs are tabulated in Annex 2; the respective teacher-to-student ratios of KGs joining the Scheme and local KGs are tabulated in Annex 3.

**Number of KGs joining the Scheme and
their percentage share among
all KGs operating respective classes in Hong Kong
in the 2022/23 school year**

(1) Breakdown by District Council district

District	No. of KGs joining the Scheme	No. of KGs in the district	Percentage share of KGs joining the Scheme
Central & Western	25	47	53.2%
Wan Chai	15	32	46.9%
Eastern	51	76	67.1%
Southern	19	34	55.9%
Sham Shui Po	46	58	79.3%
Yau Tsim Mong	25	39	64.1%
Kowloon City	48	100	48.0%
Wong Tai Sin	43	44	97.7%
Kwun Tong	74	78	94.9%
Tsuen Wan	33	40	82.5%
Tuen Mun	57	65	87.7%
Yuen Long	69	78	88.5%
North	42	47	89.4%
Tai Po	24	36	66.7%
Sha Tin	56	82	68.3%
Sai Kung	40	71	56.3%
Islands	25	37	67.6%
Kwai Tsing	57	62	91.9%

Note: KGs in Hong Kong include local non-profit-making (NPM) KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible. The no. of KGs only refers to the position as at December of the respective school year.

(2) Breakdown by school type (i.e. operating half-day (HD), whole-day (WD) and/or long whole-day (LWD) classes)

Class	No. of KGs joining the Scheme (Note 1)	No. of KGs in Hong Kong (Note 1, 2)	Percentage share of KGs joining the Scheme
HD classes	504	763	66.1%
WD classes	376	464	81.0%
LWD classes	243	244	99.6%

Note:

- (1) KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes. (2) KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible. The no. of KGs only refers to the position as at December of the respective school year.

(3) Breakdown by number of students

No. of students	No. of KGs joining the Scheme	No. of KGs in Hong Kong (Note)	Percentage share of KGs joining the Scheme
90 or less	306	473	64.7%
91 to 180	259	315	82.2%
181 to 270	86	106	81.1%
More than 270	98	132	74.2%

Note: KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible. The no. of KGs only refers to the position as at December of the respective school year.

**Annual school fee levels of KGs
in the 2022/23 school year**

(1) Number of KGs

Class	No. of KGs joining the Scheme and collecting school fees	No. of KGs in Hong Kong (Note 1, 2)
HD classes	37	763
WD classes	343	464
LWD classes	230	244

(2) Annual school fee levels of KGs joining the Scheme

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD classes	100	10,400	4,000	4,100
WD classes	200	28,100	8,500	9,100
LWD classes	500	28,200	13,300	13,200

(3) Annual school fees of local NPM KGs not joining the Scheme

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD classes	24,500	73,400	43,000	43,800
WD classes	53,000	94,700	82,700	79,000

(4) Annual school fees of local PI KGs

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD classes	34,100	131,000	74,400	73,300
WD classes	45,100	116,400	84,800	80,400

(5) Annual school fees of non-local KGs

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD classes	27,600	168,600	88,000	88,800
WD classes	50,200	221,200	130,100	141,700

Note:

- (1) KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible. The no. of KGs only refers to the position as at December of the respective school year.
- (2) KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.
- (3) Figures are rounded to the nearest 100.

**Teacher-to-student ratios of KGs joining the Scheme and all local KGs
in the 2022/23 school year**

(1) Average teacher-to-student ratios of KGs joining the Scheme

	KGs operating HD classes only	KGs operating WD classes only (except former aided child care centres (FACs))	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.4	1:8.5	1:10.9	1:8.9
Average ratio in afternoon session	1:7.6	1:9.4	1:7.9	1:8.9

(2) Average teacher-to-student ratios of all local KGs

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.3	1:8.5	1:10.7	1:8.9
Average ratio in afternoon session	1:7.4	1:9.1	1:7.6	1:8.9

Note:

- (1) Information provided in this reply is based on an annual questionnaire survey on monthly salary of full-time regular KG teachers conducted by the Education Bureau in mid-September in the 2022/23 school year.
- (2) Under the Scheme, the number of teachers a KG needs to employ to meet the required overall teacher-to-student ratio of 1:11 is calculated according to the total number of students in all of its classes as at mid-September. KGs may flexibly deploy teachers to take up duties in different sessions of the day.
- (3) Only teachers holding a Certificate in Early Childhood Education are counted (principal not included).
- (4) Local KGs include local NPM KGs eligible to join the Scheme as well as local PI KGs that are ineligible.
- (5) FACs refer to former aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB145

(Question Serial No. 1071)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the forming of sister schools between local schools and their counterparts in the Mainland, will the Government advise this Committee of the following –

- (1) the respective numbers of local public sector and Direct Subsidy Scheme primary, secondary and special schools that formed sister schools with their Mainland counterparts in each of the past 3 school years; and the distribution of the provinces and municipalities where these sister schools are located;
- (2) whether it has any information on the progress, modes and effectiveness of exchanges between local schools and their Mainland counterparts in each of the past 3 school years; and
- (3) the amount of grant set aside for the expansion of the Sister School Scheme in the 2023/24 school year; and the types of professional support to be provided for schools to further support the multi-faceted development of sister school activities.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 5)

Reply:

(1), (2) & (3)

To expand the network of sister schools in Hong Kong, the Chief Executive announced in his Policy Address delivered in October 2022 that the Education Bureau (EDB) will, on the basis of the about 780 publicly-funded schools in Hong Kong that have already formed over 2 100 sister school pairs with their Mainland counterparts at the very time, increase the number of Hong Kong schools which will be participating in the Sister School Scheme (Scheme) by 10% to around 860 by the end of 2023. EDB is making every effort to deliver the target. According to the latest information submitted by schools (as of March 2023), a total of 848 public sector, Direct Subsidy Scheme (DSS) and special schools in Hong Kong (including

414 primary schools, 390 secondary schools and 44 special schools) have formed 2 349 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools); the number of publicly-funded schools in Hong Kong participating in the Scheme has already increased by about 70. The distribution of the provinces/municipalities to which these Mainland sister schools belong is set out as follows –

Province/Municipality	No. of pairs of sister schools	Province/Municipality	No. of pairs of sister schools
Guangdong Province	1 197	Hunan Province	15
Beijing Municipality	305	Guangxi Zhuang Autonomous Region	14
Zhejiang Province	235	Hainan Province	12
Shanghai Municipality	114	Liaoning Province	10
Sichuan Province	83	Shanxi Province	8
Fujian Province	53	Jiangxi Province	6
Jiangsu Province	47	Chongqing Municipality	6
Hubei Province	38	Inner Mongolia Autonomous Region	5
Shaanxi Province	36	Anhui Province	5
Shandong Province	58	Gansu Province	4
Guizhou Province	26	Ningxia Hui Autonomous Region	4
Yunnan Province	20	Hebei Province	3
Tianjin Municipality	14	Heilongjiang Province	2
Henan Province	14	Qinghai Province	2
Jilin Province	13		

Starting from the 2018/19 school year, EDB has been providing a recurrent grant for local public sector and DSS schools (including special schools) that have formed sister schools with their counterparts in the Mainland. A total of 662, 665 and 727 local schools (excluding schools that have formed sister schools with their Mainland counterparts but did not apply for the grant) applied for the grant in the 2019/20, 2020/21 and 2021/22 school years respectively. The grant is set at about \$160,000 per school for the 2022/23 school year, while that for the 2023/24 school year will be adjusted in accordance with the movement of the Composite Consumer Price Index.

In addition to the recurrent grant, EDB will render assistance for local schools to form sister schools with their counterparts in the Mainland, as well as providing them with professional support. For example, EDB will coordinate the pairing-up arrangements, organise exchange activities, hold sharing sessions regularly to disseminate good practices of exchanges among sister schools, and commission service contractor(s) to provide schools with advice and support in relation to the arrangements on exchange activities. These efforts seek to promote more in-depth professional exchanges and multi-faceted collaboration, with a view to enhancing the quality and quantity of sister school exchanges, and hence facilitating cultural exchange and increasing teachers and students' knowledge and understanding of the Mainland.

All along, schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels based on their development needs. Schools may publish information of their sister schools and exchange activities on their websites or through other channels. As schools are not required to provide us with details of all their exchange activities, the relevant information is not available. Since early 2020, physical exchanges between sister schools have been affected by the persisting COVID-19 epidemic and cross-boundary travel restrictions. Despite that, a number of sister schools organised and continued online exchanges during the epidemic so that they could keep learning from each other and continue to share their experience and insights at the school management, teacher and student levels. As the epidemic subsides and normal travel between the Mainland and Hong Kong resumes, sister schools will restart physical visits while conducting online exchanges in parallel for a dual-track development so as to further strengthen mutual communication and interaction among sister schools, as well as enhancing the effectiveness of the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 1072)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding students with special educational needs (SEN), please advise this Committee of the following –

- (1) the number of students with SEN studying in public sector ordinary primary and secondary schools in each of the past 3 years, with a breakdown by grade level and SEN type;
- (2) the number of students studying in special schools in each of the past 3 years, with a breakdown by grade level and SEN type;
- (3) the number of teachers in public sector ordinary primary and secondary schools as well as special schools having received training on special education, and their respective percentage shares in the total number of teachers in the schools concerned in each of the past 3 school years;
- (4) the number of special education training programmes and the approved intake quotas offered by tertiary institutions/non-profit-making organisations in the past 3 academic years, with a breakdown by institution/organisation, level of study, mode of study and course title; and
- (5) whether the Administration has any targeted measures in the 2023/24 school year to facilitate schools in enhancing the learning support for students with SEN; and whether additional funding will be set aside to provide subsidies to institutions/non-profit-making organisations for offering more training programmes on special education for parents and frontline teaching staff; if yes, of the details and estimated expenditure; if no, of the reasons.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 6)

Reply:

(1)

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade level and by SEN type from the 2019/20 to 2021/22 school years is set out at Annex 1.

(2)

The number of students in special schools by school type from the 2019/20 to 2021/22 school years is set out at Annex 2. It is a common practice for special schools to adopt flexible groupings across grade levels and devise individualised education programmes to cater for the special educational needs of individual students. Hence, presenting the number of students by grade level cannot reflect the actual operation in special schools.

(3)

The number of teachers in public sector ordinary primary and secondary schools and special schools having received special education training, and the corresponding percentage share in the total number of teachers serving in public sector ordinary primary and secondary schools and special schools from the 2019/20 to 2021/22 school years are tabulated below –

School year	2019/20	2020/21	2021/22
Primary schools	9 741 (43%)	9 776 (43%)	10 465 (47%)
Secondary schools	7 537 (33%)	7 670 (34%)	8 445 (37%)
Special schools	1 378 (71%)	1 470 (73%)	1 530 (75%)

(4) and (5)

The programmes related to special education training offered by University Grants Committee (UGC)-funded universities and non-UGC-funded institutions, as well as the respective numbers of intake places from the 2019/20 to 2021/22 academic years are set out at Annex 3 and Annex 4. The Education Bureau (EDB) does not maintain information on relevant programmes offered by other non-profit-making organisations. In addition, EDB has commissioned local tertiary institutions and non-profit-making organisations to provide serving teachers with structured training, including BAT Courses on supporting students with SEN (i.e. Basic, Advanced and Thematic Courses), the Training Course for Special School Teachers and the Professional Development Programme for Special Educational Needs Coordinators. The estimated expenditure on these training programmes for the 2023/24 school year is about \$99.3 million.

To help public sector ordinary schools cater for students with SEN, apart from providing schools with regular subvention and training, EDB has implemented targeted measures as follows –

- (a) Additional manpower and resources: EDB has been providing schools with additional manpower and resources, including Special Educational Needs Coordinators (SENCOs), Special Educational Needs Support Teachers, Learning Support Grant,

Grant for Supporting Non-Chinese-speaking Students with Special Educational Needs and Top-up Fund for procurement of special furniture and equipment, to allow schools to flexibly and strategically pool together other school-based and community resources to provide comprehensive and flexible services in accordance with the SEN of their students. On an ongoing basis, EDB provides professional support to schools, including the School-based Educational Psychological Service, Enhanced School-based Speech Therapy Service, the Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder, Resource Support Programme for Visually Impaired Students and Enhanced Support Service for Students with Hearing Impairment, so as to help students with SEN overcome their limitations and learning difficulties.

- (b) Information and online resources: EDB launched the “SENSE” information website (sense.edb.gov.hk) in September 2021. The website contains information on the policies, measures and resources of integrated education (IE) and provides information like schools’ sharing of practical experiences to further facilitate access by schools and parents to the latest information and online resources on IE for supporting students with SEN. To help parents support their children with SEN, EDB has published the “Parent Guide on Whole School Approach to Integrated Education”, a pamphlet on “Early Identification and Intervention Programme for Primary One Students with Learning Difficulties”, and a series of pamphlets on nurturing children with SEN. All these have been uploaded onto the “SENSE” website for parents’ reference. We also from time to time disseminate online information to parents on supporting children with SEN and arrange workshops and seminars, etc., for parents. As the aforementioned measures are mainly carried out by EDB officers, the expenditure involved is subsumed under the recurrent expenditure of EDB.
- (c) Home-school co-operation: SENCOs are required to enhance home-school co-operation at school, work with parents to support students with SEN and collaborate with different professionals such as school-based educational psychologists, school-based speech therapists, school social workers and teachers through a multi-disciplinary team approach. They provide support to parents of children with SEN in schools by different means, including consultation, meetings and seminars.

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by grade level and SEN type from the 2019/20 to 2021/22 school years** ^{Note 1}

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	108	122	168	144	153	111	144	139	139	132	128	108
2020/21	114	149	179	168	148	171	135	136	156	118	118	120
2021/22	115	160	203	195	175	144	176	134	132	129	110	109

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487
2020/21	901	1 134	1 171	1 287	1 214	1 174	1 015	985	956	833	654	548
2021/22	879	1 021	1 306	1 251	1 275	1 194	1 076	1 027	1 004	921	799	629

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827
2020/21	125	412	1 004	1 317	1 561	1 612	1 612	1 704	1 621	1 512	1 189	912
2021/22	134	315	842	1 332	1 531	1 678	1 693	1 736	1 699	1 486	1 308	1 073

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	5	8	11	11	9	21	44	58	96	90	105	103
2020/21	8	20	24	27	25	29	45	81	113	136	117	165
2021/22	5	14	23	28	30	28	48	91	133	153	187	170

Specific Learning Difficulties	P1 Note 2	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434
2020/21	1	131	2 135	3 221	2 983	2 751	2 521	2 277	2 238	1 949	1 582	1 442
2021/22	1	113	2 058	3 224	3 253	2 941	2 626	2 421	2 226	1 987	1 704	1 482

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	15	19	17	18	27	15	18	17	37	29	14	26
2020/21	16	23	22	18	19	29	16	24	19	34	30	16
2021/22	16	14	23	20	19	19	26	20	21	18	39	30

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	3	6	6	3	7	9	6	6	6	14	19	10
2020/21	3	8	6	7	4	9	9	7	7	6	17	17
2021/22	2	7	7	5	8	4	9	10	8	9	4	15

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	69	64	79	62	64	55	60	43	53	50	49	51
2020/21	61	62	66	74	58	62	43	52	40	45	44	47
2021/22	53	56	60	72	71	58	56	42	49	36	40	45

Speech & Language Impairment	P1 Note 3	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26
2020/21	24	1 058	824	450	317	232	173	91	103	81	44	38
2021/22	32	1 110	930	618	376	261	181	121	117	82	67	48

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties has been implemented at Primary One in primary schools to identify students with learning difficulties. Hence, the number of Primary One students with specific learning difficulties was smaller in September of each school year.
3. The number of students with speech and language impairment would increase during the respective school year upon follow-up by school-based speech therapists.

**Number of students in special schools by school type
from the 2019/20 to 2021/22 school years**

School type	2019/20	2020/21	2021/22
Visual Impairment	119	125	126
Hearing Impairment	71	63	57
Physical Disability	903	880	872
Mild Intellectual Disability	3 295	3 314	3 356
Moderate Intellectual Disability	2 103	2 188	2 275
Severe Intellectual Disability	712	708	717
School for Social Development	647	572	596
Hospital School	351	373	312

Notes:

1. Figures refer to the position as at September of the respective school years.
2. If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.

**Undergraduate and taught postgraduate programmes on special education-related teacher training offered by UGC-funded universities
in the 2019/20 to 2021/22 academic years
(by university)**

University	Level of study	Mode of study	Programme name	Approved intake places ^{Note 1}		
				2019/20	2020/21	2021/22
The Education University of Hong Kong	Undergraduate programme	Full-time	Bachelor of Arts (Honours) in Special Education ^{Note 2}	Not applicable	Not applicable	Not applicable
		Part-time	Bachelor of Education (Honours) (Special Needs) (3-year part-time)	87	87	87
			Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (4-year part-time)	67	67	67
	Taught postgraduate programme	Part-time	Postgraduate Diploma in Education (Primary) (2-year part-time) ^{Note 3}	44	44	44
The University of Hong Kong	Undergraduate programme	Full-time	Bachelor of Education (Early Childhood Education and Special Education)	18	18	18
	Taught postgraduate programme	Part-time	Postgraduate Diploma in Education ^{Note 2}	95	95	95
Total				311	311	311

Notes:

- Figures are calculated on a full-time-equivalent basis.
- Except for the education and healthcare disciplines which are subject to specific manpower requirements, UGC does not allocate student places for individual disciplines or programmes. As the programme is not a teacher training programme subject to specific manpower requirements, the number of approved intake places is not available.
- Individual courses may cover content related to special education. UGC does not have a breakdown of such courses.

Estimated intake places of full-time locally-accredited non-UGC-funded sub-degree, first-year-first-degree and top-up degree programmes related to special education training^{Note 1} by institution from the 2019/20 to 2021/22 academic years

Institution	Level of study	Programme name	Estimated intake places ^{Note 2}		
			2019/20	2020/21	2021/22
Lingnan Institute of Further Education	Sub-degree programme	Higher Diploma in Psychology of Education (Special Educational Needs)	20	20	- ^{Note 3}
Hong Kong College of Technology	Sub-degree programme	Higher Diploma in Early Childhood Education (Inclusive Education)	40	40	40
Vocational Training Council - the Hong Kong Institute of Vocational Education/ Hong Kong Design Institute	Sub-degree programme	Higher Diploma in Special Child Care and Inclusive Education ^{Note 4}	30	120	60
The Hong Kong Metropolitan University ^{Note 5}	Undergraduate programme	Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs)	70	40	40
	Top-up degree programme	Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs) – Third year entry	100	100	100
Total			260	320	240

Notes:

1. Programmes with their names carrying the words “special” or “inclusive” are included.
2. Estimated intake places refer to institutions’ estimated number of first-year students, which is estimated by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.
3. “-” denotes that no such programme was offered in that academic year.
4. The mode of funding of the programme has been changed from self-financing to publicly-funded starting from the 2020/21 academic year. Apart from this programme, all other programmes are self-financing programmes.
5. Named as The Open University of Hong Kong before September 2021.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 1073)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide in the table below the unit cost of each subsidised place of publicly-funded institutions in each of the past 3 academic years (HK\$ per student per year).

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
UGC-funded undergraduate programmes				
UGC-funded HD programmes				
UGC-funded AD programmes				
Publicly-funded HD programmes under VTC				
Publicly-funded Diploma of Vocational Education programmes under VTC				
Other publicly-funded diploma programmes under VTC				
Public sector secondary schools (junior secondary)				
Public sector secondary schools (senior secondary)				
DSS secondary schools (junior secondary)				

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
DSS secondary schools (senior secondary)				
Government and aided primary schools				
DSS primary schools				
Aided special schools				

AD – Associate degree
DSS – Direct Subsidy Scheme
HD – Higher diploma
UGC – University Grants Committee
VTC – Vocational Training Council

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 7)

Reply:

The unit cost of various subsidised places is set out at **Annex**.

Annex

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
2022/23 Academic Year				
UGC-funded undergraduate programmes	Relevant information not available ¹			
UGC-funded sub-degree programmes (including AD programmes and HD programmes) ²				
Publicly-funded HD programmes under VTC	} 123,000	Relevant information not available	26.0%	15 097
Publicly-funded Diploma of Vocational Education programmes under VTC		Relevant information not available	17.0% ³	5 182
Other publicly-funded diploma programmes under VTC ⁴		Relevant information not available	17.0%	5 158
Government primary schools	94,070 ^{5,6}	Relevant information not available	Not applicable ⁷	19 750
Aided primary schools	77,450 ⁵	Relevant information not available	Not applicable ⁷	246 900
DSS primary schools	74,810 ⁵	Relevant information not available	Not applicable ⁷	15 544
Government secondary schools				
- Junior secondary (Secondary 1 to 3)	} 95,340 ^{5,6}	Relevant information not available	Not applicable ⁷	9 743
- Senior secondary (Secondary 4 to 6)				9 328
Aided secondary schools				
- Junior secondary (Secondary 1 to 3)	} 95,020 ⁵	Relevant information not available	Not applicable ⁷	121 691
- Senior secondary (Secondary 4 to 6)				108 716
Caput secondary schools				
- Junior secondary (Secondary 1 to 3)	} 87,960 ⁵	Relevant information not available	Not applicable ⁷	594
- Senior secondary (Secondary 4 to 6)				638

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
DSS secondary schools				
- Junior secondary (Secondary 1 to 3)	} 80,550 ⁵	Relevant information not available	Not applicable ⁷	23 251
- Senior secondary (Secondary 4 to 6)				20 641
Aided special schools				
- Primary	} 361,680 ⁵	Relevant information not available	Not applicable ⁷	3 951
- Junior secondary (Secondary 1 to 3)				2 213
- Senior secondary (Secondary 4 to 6)				2 225

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
2021/22 Academic Year				
UGC-funded undergraduate programmes	275,000	154,000	13.7%	86 572
UGC-funded sub-degree programmes (including AD programmes and HD programmes) ²	212,000	137,000	12.0%	2 143
Publicly-funded HD programmes under VTC	} 115,300	Relevant information not available	27.0%	16 120
Publicly-funded Diploma of Vocational Education programmes under VTC		Relevant information not available	18.0% ³	5 687
Other publicly-funded diploma programmes under VTC ⁴		Relevant information not available	18.0%	5 059
Government primary schools	87,131 ^{5,6}	Relevant information not available	Not applicable ⁷	21 084
Aided primary schools	74,352 ⁵	Relevant information not available	Not applicable ⁷	258 571
DSS primary schools	72,232 ⁵	Relevant information not available	Not applicable ⁷	15 744
Government secondary schools				
- Junior secondary (Secondary 1 to 3)	} 92,609 ^{5,6}	Relevant information not available	Not applicable ⁷	10 477
- Senior secondary (Secondary 4 to 6)				9 433
Aided secondary schools				
- Junior secondary (Secondary 1 to 3)	} 95,193 ⁵	Relevant information not available	Not applicable ⁷	126 117
- Senior secondary (Secondary 4 to 6)				107 607
Caput secondary schools				
- Junior secondary (Secondary 1 to 3)	} 88,048 ⁵	Relevant information not available	Not applicable ⁷	625
- Senior secondary (Secondary 4 to 6)				599

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
DSS secondary schools				
- Junior secondary (Secondary 1 to 3)	} 81,016 ⁵	Relevant information not available	Not applicable ⁷	23 884
- Senior secondary (Secondary 4 to 6)				20 752
Aided special schools				
- Primary	} 345,455 ⁵	Relevant information not available	Not applicable ⁷	3 931
- Junior secondary (Secondary 1 to 3)				2 215
- Senior secondary (Secondary 4 to 6)				2 165

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
2020/21 Academic Year				
UGC-funded undergraduate programmes	269,000	154,000	13.8%	86 585
UGC-funded sub-degree programmes (including AD programmes and HD programmes) ²	205,000	135,000	12.1%	2 291
Publicly-funded HD programmes under VTC	} 107,700	Relevant information not available	29.0%	17 339
Publicly-funded Diploma of Vocational Education programmes under VTC		Relevant information not available	19.0% ³	5 786
Other publicly-funded diploma programmes under VTC ⁴		Relevant information not available	19.0%	5 250
Government primary schools	84,766 ^{5,6}	Relevant information not available	Not applicable ⁷	22 393
Aided primary schools	74,094 ⁵	Relevant information not available	Not applicable ⁷	270 930
DSS primary schools	71,537 ⁵	Relevant information not available	Not applicable ⁷	15 918
Government secondary schools				
- Junior secondary (Secondary 1 to 3)	} 91,933 ^{5,6}	Relevant information not available	Not applicable ⁷	10 819
- Senior secondary (Secondary 4 to 6)				9 648
Aided secondary schools				
- Junior secondary (Secondary 1 to 3)	} 96,184 ⁵	Relevant information not available	Not applicable ⁷	128 049
- Senior secondary (Secondary 4 to 6)				107 942
Caput secondary schools				
- Junior secondary (Secondary 1 to 3)	} 86,797 ⁵	Relevant information not available	Not applicable ⁷	640
- Senior secondary (Secondary 4 to 6)				575

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
DSS secondary schools				
- Junior secondary (Secondary 1 to 3)	} 80,595 ⁵	Relevant information not available	Not applicable ⁷	24 378
- Senior secondary (Secondary 4 to 6)				21 208
Aided special schools				
- Primary	} 342,186 ⁵	Relevant information not available	Not applicable ⁷	3 955
- Junior secondary (Secondary 1 to 3)				2 074
- Senior secondary (Secondary 4 to 6)				2 194

AD – Associate degree

DSS – Direct Subsidy Scheme

HD – Higher diploma

UGC – University Grants Committee

VTC – Vocational Training Council

Notes

1. The average student unit cost of UGC-funded programmes is calculated based on the actual cost incurred on the expenditure items reported by UGC-funded universities. As the 2022/23 academic year has not yet come to a close, we are unable to provide the relevant information.
2. UGC has not collected data with a breakdown by associate degree programmes and higher diploma programmes, which are both sub-degree programmes.
3. The cost recovery rate is only applicable to Secondary 6 graduates enrolled in Diploma of Vocational Education programmes. Secondary 3 to 5 school leavers who have not yet completed all 12 years of free education are excluded from the calculation.
4. They mainly refer to Diploma of Foundation Studies of VTC.
5. The student unit cost is calculated on a financial year basis.
6. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 – Government Secretariat: Education Bureau, and staff on-costs such as pensions, housing benefits, etc.
7. The aim of Programme (3) Primary Education, Programme (4) Secondary Education and Programme (5) Special Education is to provide free and universal primary and secondary education for every child/youngster/children with special educational needs in the relevant age group attending public sector primary/secondary/special schools. As such, cost recovery rate is not applicable.

- End -

CONTROLLING OFFICER'S REPLY

EDB148

(Question Serial No. 1074)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Owing to the lingering COVID-19 pandemic over the past 3 years, all Mainland exchange programmes organised or subsidised by the Education Bureau have been suspended or postponed for a long time. With the epidemic situation easing gradually, economic activities have been relaunching and society is returning to normalcy. What is the anticipated timeframe for a full resumption of regular Mainland exchange programmes for primary and secondary students? Are there any plans to actively promote these programmes among schools in the 2023/24 school year; if yes, what are the details, the provision reserved and the work schedule; if no, what are the reasons?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 8)

Reply:

The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of Citizenship and Social Development (CS) also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. Mainland exchange programmes for primary and secondary students will also be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions, promotion leaflets and EDB website to encourage schools to

actively arrange students to participate in the programmes and study tours. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB149

(Question Serial No. 1286)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

One of the aims of the Education Bureau (EDB) under this programme is to promote national education, in which EDB will, among others, “offer opportunities for students to join Mainland exchange programmes and arrange professional exchange programmes for teachers. It will also provide professional support, where appropriate, to schools.” Please advise this Committee of the expenditure on promoting national education in 2022-23, as well as the work undertaken and the effectiveness thereof. Please also advise on the specific work plans for 2023-24, as well as the estimated expenditure, manpower and performance indicators thereof.

Asked by: Hon NG Kit-chong, Johnny (LegCo internal reference no.: 30)

Reply:

The Education Bureau (EDB) has been adopting a “multi-pronged and co-ordinated” approach to promote national education and national security education (NSE), which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, etc., to support schools in fostering national education and NSE within and beyond the classroom with whole-school involvement, strengthening students’ sense of national identity and national pride. Mainland exchange programmes for students, professional exchange among teachers and provision of school-based professional support services are integral parts of the work on these fronts.

Mainland exchange programmes for students

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country’s development in such aspects as history, culture, economy, education, and science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. In addition, the senior secondary subject of Citizenship and Social Development (CS) also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its

latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The number of senior secondary students participating in CS Mainland study tours and the expenditures/estimates involved are as follows:

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	50 000	60
2023/24 ⁺⁺	72 000	116

[@] Manpower resources for the provision of CS Mainland study tours are subsumed under the recurrent expenditure of EDB.

⁺ Provisional figures

⁺⁺ Estimated figures

As Mainland exchange programmes for primary and secondary students have been suspended since end-January 2020 due to the epidemic, the expenditures involved in Mainland exchange programmes for students from the 2020/21 to 2022/23 school years are not available. Mainland exchange programmes for primary and secondary students will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. The estimated expenditure is \$115 million.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

EDB has been attaching importance to the quality of Mainland exchange programmes for students. Regular mechanisms have been put in place to gauge participants’ opinions of these programmes, including having meetings with the service providers, deploying staff to attend the programmes to assess the appropriateness of the content and collect participants’ views, conducting questionnaire surveys, arranging interviews and post-programme sharing sessions, etc. Such efforts are conducive to continuous enhancement and exploration of diverse themes for Mainland exchange programmes. Before the epidemic, the number of students participating in Mainland exchange programmes had been on the rise. The programmes were generally well received by schools, parents and students with positive feedback. Most of the student and teacher participants were of the opinion that the expected learning goals of the programmes had been achieved.

Professional exchange among teachers

As mentioned in the Chief Executive’s 2022 Policy Address, newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools would be required to

participate in the Mainland study tours; while serving teachers will be offered more opportunities of Mainland study to experience the development of our country and strengthen their abilities to nurture students' sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland, EDB will organise 7 Mainland study tours for newly-joined teachers in the current school year, with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics. The Mainland study tours for promoted teachers will be held in the 2023/24 school year. EDB has been actively liaising with relevant Mainland authorities on the co-ordination and preparation of the Mainland study tours for teachers and will increase the number of tour places for teachers' participation in the next school year.

School-based professional support services

At present, EDB provides school-based professional support services to schools covering different learning areas/subjects/cross-curricular domains, which include such support foci as national education, NSE, and the Chinese culture. In the 2022/23 school year, about 550 schools have received school-based support services and they generally shared the view that the support services provided could meet the needs of schools. In the 2023/24 school year, EDB will sustain and enhance relevant support services in, among others, complementing the seven learning goals of primary and secondary education and strengthening students' sense of national identity. EDB will assess the effectiveness of the school-based support services and make timely enhancement through reviewing school applications, questionnaire surveys and feedback, etc. on an ongoing basis. As staff establishment and expenditures involved for the provision of the above professional support services are subsumed under the recurrent expenditure of EDB, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB150

(Question Serial No. 0135)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 173 of the Budget Speech that the Government will proactively explore the launch of more programmes on vocational and professional education and training (VPET), so as to further enhance the VPET progression pathway at the post-secondary education level. Will the Government consider converting the Technological and Higher Education Institute of Hong Kong (THEi) into a publicly-funded applied university and rebranding the Hong Kong Institute of Vocational Education (IVE)? If yes, what are the details, manpower and expenditure involved? If no, what are the reasons?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 25)

Reply:

Through the strategy of fostering industry-institution collaboration and diversified development, the Government strives to promote vocational and professional education and training (VPET) as a pathway parallel to conventional academic education, and provide diversified and flexible education pathways for young people with different aspirations and abilities. At the post-secondary education level, we have been adopting a multi-pronged approach and introduced a series of measures to support post-secondary institutions in further enhancing their VPET programmes. This will strengthen the VPET progression pathways at the sub-degree and degree levels as a whole, thereby enhancing its professional image and overall attractiveness. Meanwhile, it has all along been the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors, and a host of support measures have been implemented for self-financing institutions to promote the healthy, sustainable and diversified development of the self-financing sector.

We are pleased to see that a number of self-financing institutions, including the Technological and Higher Education Institute of Hong Kong (THEi) of the Vocational Training Council (VTC), are proactively responding to the needs of the community by launching various VPET programmes. To further promote VPET, the Education Bureau is progressively implementing the measures announced in the 2022 Policy Address and the 2023-24 Budget. We announced the launch of the second round of the Pilot Project on the Development of

Applied Degree Programmes on 7 March 2023 and are inviting applications from eligible post-secondary institutions including THEi. We will select programmes with stronger industry elements in an industry with keen manpower demand, and suitably accord priority to industries which are not covered by the existing four applied degree programmes. Programmes selected will be launched in the 2024/25 academic year at the earliest.

Besides, we will expand the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) to include top-up degree programmes for the first time starting from the 2023/24 academic year, involving about 1 000 undergraduate programme places; and, subject to the progress of the review of the Post Secondary Colleges Ordinance (Cap. 320), increase in phases about 1 000 self-financing higher diploma programme places and about 1 000 self-financing undergraduate programme places. We will also accord priority to programmes of applied nature that involve industry-institution collaboration, and rationalise the implementation details of SSSDP and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong starting from the 2023/24 academic year, with a view to providing more flexibility for institutions to admit students with VPET qualifications to benefit more students from a diverse range of backgrounds.

The above measures will benefit a number of self-financing institutions and contribute to the diversified development of VPET and post-secondary education in Hong Kong. In view of the declining student population of the relevant age cohort for post-secondary programmes in recent years and the development of post-secondary education sector, the Government currently has no plan to set up a new publicly-funded university of applied sciences. We will continue to support the parallel development of the publicly-funded and self-financing post-secondary education sectors and actively promote VPET to broaden the diversified articulation pathways of young people and nurture talent for different sectors of the community.

- End -

CONTROLLING OFFICER'S REPLY

EDB151

(Question Serial No. 1577)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to Programme (4), the Education Bureau (EDB) will continue to provide various support measures to public sector secondary schools and Direct Subsidy Scheme schools offering local senior secondary curriculum for the smooth implementation of Citizenship and Social Development (CS) at the senior secondary level in the coming year. EDB announced earlier the latest arrangement for the CS Mainland study tours, which will mainly be short trips of 1 to 3 days. There are views from the education sector that such journeys are too short and the itineraries concerned merely involve gaining a shallow understanding from a fleeting glance. The Secretary for Education has indicated that a 4 to 5-day tour would probably only be organised at the end of this year. Will EDB bring forward the option of a 4 to 5-day CS Mainland study tours? If yes, what are the details? If no, what are the reasons? How many school applications have been received by EDB so far? How many student participants are there in total? EDB has indicated in the Education Bureau Circular Memorandum that a large volume of coordination and liaison work is involved in arranging CS Mainland study tours, will EDB deploy additional manpower to handle the work? If yes, what are the details, and the respective manpower and expenditure involved? If no, what are the reasons?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 26)

Reply:

As an integral part of the curriculum of the senior secondary subject of Citizenship and Social Development (CS), CS Mainland study tours aim at enabling all CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023, and 22 tours spanning over one to three days to the Guangdong Province will first be launched in the current school year. EDB has made the arrangements with students' learning needs as a

prime consideration and has drawn reference to the views of stakeholders from the school sector. EDB has also exercised professional judgement, closely liaised with relevant Mainland authorities, and taken into account the actual situation at the initial stage of full resumption of face-to-face classes as well as resumption of normal travel between Hong Kong and the Mainland, with a view to allowing current Secondary Five students to participate in the tours soonest possible so as to complete the curriculum. CS Mainland study tours are closely linked to the themes of the curriculum. Whether the tours span over one, two or three days, students will have an understanding of related topics before the tours. Through classroom teaching, teachers will guide students to think and help them set the learning focuses of the tours. Under teachers' guidance and through the pre-tour preparations, students can observe, record, connect, integrate, consolidate and apply the learning focuses of the CS curriculum, so as to complete project learning, demonstrate their learning outcomes and self-reflection and deepen the experiences gained from the Mainland study tours. Therefore, regardless of the duration of the tours, CS Mainland study tours are meaningful learning with clear targets and methods.

EDB will review and conclude the implementation of Mainland study tours in a timely manner, and take forward, adjust and optimise the arrangements pragmatically in light of students' learning needs, school situations, views of the participants, actual operation, etc. We will proactively consider including routes to locations beyond the Guangdong Province and with a longer duration to broaden students' horizons.

Positive feedback on Mainland study tours for students has been received from schools. All schools submitted their applications to EDB in early March. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditure is \$60 million and relevant manpower resources are subsumed under the recurrent expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB152

(Question Serial No. 3032)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Given the rapid development of science and technology worldwide, innovation and technology talent is highly sought after in all countries. As such, the Hong Kong Special Administrative Region Government has been committed to implementing STEM (Science, Technology, Engineering and Mathematics) education in recent years. In the 2014-15 Budget, the Government launched the Enriched IT Programme (EITP) in secondary schools to provide 8 partner schools with information technology (IT) classes, with a view to enhancing students' interests and knowledge in IT and their applications through extra-curricular activities. Regarding the promotion of STEM education, will the Government advise this Committee of the following –

- (1) The Task Force on Review of School Curriculum has advised schools to appoint a teacher to serve as the STEM co-ordinator. Will the Government consider providing recurrent funding for schools to create the post of STEM education co-ordinator?
- (2) Will the Government also consider incorporating more diversified learning elements into STEM education, such as developing “VR Electronic Laboratory”, so that students can carry out virtual chemistry experiments step by step and experience the fun in immersive learning?
- (3) Besides, what are the strategies and measures in place to promote STEM education in the long run?
- (4) Will the Government consider deploying resources to facilitate collaboration among the Education Bureau, the Innovation, Technology and Industry Bureau, and the Home and Youth Affairs Bureau to promote STEAM activities to young people, encourage participation of relevant sectors, so as to create on all fronts, an atmosphere that reflects the education sector's emphasis on STEAM education?

Asked by: Hon SHANG Hailong (LegCo internal reference no.: 13)

Reply:

(1) to (4)

To tie in with the development of Hong Kong as an international innovation and technology (I&T) hub, and to nurture I&T talents, the Education Bureau (EDB) has all along been implementing a series of support measures to promote STEM/STEAM (Science, Technology, Engineering, and Mathematics/Science, Technology, Engineering, the Arts and Mathematics) education which include renewing curriculum, enhancing professional development of teachers, enriching student learning activities, as well as providing resources support for schools, with a view to stepping up the promotion of STEM/STEAM education in primary and secondary schools and the learning of I&T for all. Regarding school curriculum, STEM/STEAM education has been all along implemented through the curricula for science, technology and mathematics (including Science, Information and Communication Technology, Mathematics and primary General Studies), with both classroom teaching of knowledge and skills and “hands-on and minds-on” cross-disciplinary learning activities beyond the classroom, such as scientific investigations, design and make activities, and project learning. Schools may enhance the pedagogical design of STEM/STEAM education learning activities within and beyond the classroom to tie in with the knowledge of students learnt from the curricula for science, technology and mathematics. This can enhance students’ interest and abilities in science and I&T, enable them to integrate and apply knowledge across different disciplines, and nurture their problem-solving skills and creative thinking.

To implement STEM/STEAM education effectively, we will strengthen the professional training for teachers and enhance the professional capacity of school leadership and co-ordination on STEAM education, with a view to building a teaching force which can keep abreast of the latest development of I&T. Starting from the current school year, all publicly-funded schools are required to designate co-ordinators to holistically plan STEAM education within and beyond the classroom. Schools should arrange STEAM teachers to participate in professional training on I&T in an orderly manner. Our target is to have at least three-quarters of publicly-funded schools participating in such training by 2023/24 school year. According to school information, a great majority of schools have already appointed teachers to co-ordinate STEAM education. Appointing teachers to serve as STEM/STEAM co-ordinators is a matter of teacher deployment in schools and does not involve the creation of posts. EDB will continue to organise designated training programmes for STEAM co-ordinators to equip them with the professional capacity of school leadership on STEAM education. Professional development programmes will also be organised to enhance the teaching and learning effectiveness of STEAM-related areas. In addition, EDB will continue to provide on-site/remote support services to schools through the IT in Education Centre of Excellence Scheme to help teachers apply innovative technology in teaching and strengthen the support for the use of information technology tools to promote STEAM education, and facilitate the sharing of teachers’ practical experience in the classroom and good practices so as to strengthen peer collaboration in promoting STEAM education.

Building on the existing foundation of implementing STEM/STEAM education, the Chief Executive’s 2022 Policy Address proposes to step up the promotion of STEAM education “for all”, “for fun” and “for diversity” in primary and secondary schools to lay a solid

foundation in science, technology and mathematics for students, so as to support the I&T development in Hong Kong. The Standing Committee on STEAM Education has formulated a series of support measures setting out the development strategies and emphases for promoting STEAM education in primary and secondary schools in Hong Kong. Regarding school curriculum, we will incorporate more I&T learning elements into the curricula, including the development of the “Enriched Module on Coding Education for Upper Primary Level” and “Module on Artificial Intelligence for Junior Secondary Level”. Apart from implementing the enriched coding education at the upper primary level and incorporating artificial intelligence into the junior secondary curriculum, we also launched the Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level” in the current school year, with a view to strengthening students’ scientific thinking and “hands-on and minds-on” ability and helping them build a solid foundation of learning science and technology from an early age. Through enhancing primary and secondary students’ foundation in science, technology and mathematics, it is hoped that more students with potential will be encouraged to study STEAM-related disciplines in publicly-funded local universities and become the new force in scientific research and I&T in the future. In addition, we are pleased to see that many schools are making good use of the Quality Education Fund and have applied for additional resources to develop STEAM education in schools and enhance students’ interest in learning science, technology and mathematics with innovative technology. For instance, diversified cross-disciplinary learning activities and teaching arrangements are designed for students, including coding and robot making, biotechnology experiments and technologies such as virtual reality (VR) and augmented reality (AR) are adopted to offer immersive learning experience to students.

EDB will strengthen collaboration with the I&T sector, tertiary institutions, professional bodies and different policy bureaux to enhance the support strategies for STEAM education through a multi-pronged approach.

In addition, EDB proposes to inject an additional \$600 million into the Gifted Education Fund in 2023-24 for additional investment returns to strengthen the support to gifted education in Hong Kong and nurture talents. With the funding injection, it is expected that more gifted education service providers (including tertiary institutions) will be encouraged to provide more quality Off-school Advanced Learning Programmes to gifted students, especially in STEAM-related areas, so that more students with potential will be provided with advanced learning opportunities to showcase their talents to the full. EDB will also step up efforts in supporting the Hong Kong Academy for Gifted Education (the Academy) to provide more and wider student activities for the gifted, including collaboration with various organisations to organise, train or send representatives to participate in more territory-wide/cross-territory/national/international science-and-I&T-related competitions and activities, so that gifted students will have more opportunities to showcase their talents and to broaden their horizons. For those exceptionally gifted, more quality and challenging advanced programmes specific to STEAM-related areas will also be provided for them to realise their full potential. In addition, the Academy will strengthen the support services provided for teachers and parents (including organising seminars and workshops) and expand its collaboration with schools so as to support teachers in identifying and nurturing gifted students.

At present, different Government departments often join hands to promote STEAM/I&T education in primary and secondary schools. EDB will continue to collaborate with different

I&T departments (such as the Innovation and Technology Commission and Office of the Government Chief Information Officer) and related institutions (e.g. Cyberport, Hong Kong Science and Technology Parks Corporation, Hong Kong Productivity Council) to provide students with learning opportunities within and beyond the classroom through such activities as I&T seminars, visits, experiential activities, training and competitions, to unleash students' potential.

- End -

CONTROLLING OFFICER'S REPLY

EDB153

(Question Serial No. 3033)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Given that the Anti-national Education Movement in 2012, the Occupy Movement in 2014 and the disturbances arising from the opposition to the proposed legislative amendments in 2019 were all led by young people and students, there have been discussions from time to time about the weak national awareness among young people. We must ensure that the teaching force is comprised of teachers whose conduct, character and professional standards are to the satisfaction of society before we have a basis to take forward moral education, which includes patriotic education, and put Hong Kong back on the right track. In this connection, please advise this Committee of the following –

1. Please tabulate the number of complaints received about teachers' misconduct in the past 3 financial years, with a classification of the main causes of complaints, the number of cases imposed with disciplinary action and a breakdown of the actions taken.
2. Given that the Council on Professional Conduct in Education ceased to operate on 19 January last year, does the Government has any plan and budget for setting up a new advisory body with broad representation to assess and advise it on matters relating to teachers' professional conduct?
3. Has the Government made other plans and set aside another budget for enhancing teachers' professional conduct? For example, will it revise the Code for the Education Profession of Hong Kong, set up a Basic Law test for teachers, and provide professional training for teachers on the Basic Law and National Security Law?
4. As a saying goes, "It is not quite possible for a person of misconduct to make others behave." Leaving aside our education system, curriculum and teaching materials, what matters most is to ensure that our teachers are fit and proper to teach. Will the Government publicise the names of teachers who are convicted of professional misconduct and the names of their schools so that parents can make more informed choices in choosing the right school for their children?

Asked by: Hon SHANG Hailong (LegCo internal reference no.: 14)

Reply:

1.

The Education Bureau (EDB) received 149, 145 and 234 cases about suspected professional misconduct of teachers (including complaints and cases received from other sources) in 2020, 2021 and 2022 respectively. As many cases were complicated or involved multiple allegations, we do not categorise the cases by type.

EDB attaches great importance to teachers' professional conduct. If a teacher is found to have committed a serious offence or an act of immorality or professional misconduct, EDB will follow up the case seriously in accordance with the Education Ordinance (Cap. 279). For serious cases, EDB will cancel his or her teacher registration. Depending on the severity of the cases, EDB will issue reprimand or warning letters to remind the teachers concerned that EDB will consider cancelling their registration if they misconduct themselves again. We will also issue advisory letters or verbal reminders to remind these teachers to refrain from activities that are detrimental to the image of the teaching profession, and to show respect to the behavioural norms acceptable to society. The follow-up actions taken by EDB after handling the cases in 2020 to 2022 are tabulated below –

	2020	2021	2022
Cancellation of teacher registration	7	7	21
Reprimand letter	24	36	12
Written warning	29	70	43
Written advice	20	22	11
Verbal reminder	28	16	17

2.

EDB is the authority for registration of teachers and is responsible for monitoring their professional conduct. A well-established mechanism is in place for handling cases relating to teachers' professional conduct. In its review report issued in 2015, the working group of the Education Commission affirmed that the prevailing mechanism has been working effectively and was satisfied with the mechanism under which EDB is playing the monitoring role.

In the process of case investigation, schools, as the employers of teachers, are at the forefront of the investigation. Schools usually set up an investigation team with teachers' participation to collect evidence, and the teachers concerned and other relevant parties (such as school staff and students) are interviewed. Investigation results must be endorsed by the incorporated management committees. In other words, there is ample opportunity for frontline teachers and school management to be involved in the process. EDB's internal Task Force will conduct an in-depth analysis of the reports submitted by schools. The Task Force is composed of experienced directorate officers, who are seasoned education professionals, understand the work of frontline teachers, and are familiar with education policies and the actual teaching environment. The Task Force is responsible for a comprehensive review of the information, taking into account the existing legislation, EDB guidelines, aims and objectives of the curriculum, and drawing reference from the follow-up actions taken on other cases, to make an objective analysis and professional judgment of cases

to ensure fair decisions. If a teacher whose registration has been cancelled is dissatisfied with the decision, he/she may appeal to the Appeal Boards Panel in accordance with the Education Ordinance. We believe that the current system is effective in punishing the black sheep and striking a balance between public interest and the school sector's participation.

Separately, the Committee on Professional Development of Teachers and Principals (COTAP) is tasked with advising the Government on the professional development and professional roles of teachers. COTAP comprises frontline educators, academics from tertiary institutions, parents and lay members. Apart from introducing the Professional Standards for Teachers and Principals of Hong Kong ("T-standard⁺") in 2018 to portray the professional roles required of teachers and principals, COTAP has strived to promote the development of the Professional Ladder for Teachers and provide advice on its implementation in recent years. EDB will strengthen the collaboration with COTAP, listen to the views from frontline educators and other stakeholders, and continue to collect the views from various sectors through multiple channels, with a view to enhancing teachers' professional conduct and promoting their continuous professional development.

3.

Teachers are role models for students. Their words and deeds, conduct and values have a profound impact on students. EDB promulgated the Guidelines on Teachers' Professional Conduct (the Guidelines) in mid-December 2022 to clearly stipulate the professional conduct and norms of behaviour required of teachers so that they could have self-awareness and self-discipline in upholding professionalism, and remind each other to abide by the Guidelines together, so as to protect students' well-being, ensure the quality of education and safeguard the education profession. 8 codes of professional conduct required of teachers are compiled with examples of the "dos" and "don'ts" of behaviour for each code provided respectively for teachers' observance and compliance. The Guidelines also set out the mechanism for handling suspected professional misconduct of teachers and provide some case examples. Schools may make reference to the Guidelines to devise measures on management of staff behavior and professional development plans, and commend teachers with excellent performance. EDB will make reference to the Guidelines for reviewing teachers' registration, organising professional development and training activities for teachers, and recognising teachers with distinguished virtues and excellent performance in the teaching profession, so as to build a teaching force with virtues and talents.

EDB has also introduced measures on teachers' entry requirement to promote their correct understanding of the Basic Law and National Security Law (NSL). Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass BLT will be extended to all Direct Subsidy Scheme schools and kindergartens joining the kindergarten education scheme. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and NSL.

Besides, starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and NSL in the core training programmes for newly-joined teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. The expenditures on and estimates of promoting national security

education and education on the Constitution and the Basic Law as well as enhancing teachers' conduct are subsumed under EDB's recurrent expenditure.

4.

EDB has been committed to safeguarding the education profession and students' well-being. It handles each and every case involving teachers' misconduct or unlawful acts seriously in accordance with the Education Ordinance (Cap. 279) and established procedures. Appropriate penalty will be imposed on substantiated cases in a prudent, lawful, reasonable and just manner. If a teacher is found to have committed a serious offence or an act of immorality or professional misconduct, his/her registration will be cancelled. A teacher whose registration is cancelled shall not enter or remain in any school in order to safeguard students' well-being. As for teachers to whom a reprimand, warning or advisory letter is issued, EDB has clearly stated that it will consider cancelling their registration if they misconduct themselves again. Publicising the names of these teachers and their schools will have a negative impact on the teachers' teaching, the schools' operation and students' learning, making it difficult for the teachers and schools to make improvements and rectifications. In fact, some of these teachers may have been dismissed or resigned. Publicising the names of the schools concerned will not reflect their latest situation, but will cause unnecessary distress to the schools as well as their teachers and students.

EDB has enhanced the gate-keeping role of schools in the appointment of teaching and non-teaching staff. There is an explicit requirement on schools to apply to EDB for releasing information regarding the applicant's teacher registration status after seeking the applicant's consent. The information released by EDB includes whether the applicant is a Registered Teacher (RT) or is/was a Permitted Teacher (PT), whether their RT or PT status has been cancelled/refused, whether they have received advisory/warning/reprimand letter in respect of their professional conduct and whether EDB is reviewing his/her registration status. Schools are reminded to guard against improper persons to be appointed as teachers by strengthening the management measures in staff appointment and related matters.

- End -

CONTROLLING OFFICER'S REPLY

EDB154

(Question Serial No. 3034)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to the information previously provided by the Education Bureau to the Legislative Council, there were 4 050 primary and secondary school teachers in the territory leaving the profession in the 2021/22 school year. Among them, 3 580 were from public sector schools and 470 were from Direct Subsidy Scheme schools, representing a wastage rate of 7.5% and 8.4% respectively. The departure of senior teachers has posed challenges for schools in recruiting suitable staff within a short period of time, resulting in a mismatch of the subjects they teach. Besides, according to the latest statistics from the University Grants Committee (UGC), the 8 UGC-funded universities lost a total of 361 academic staff members in the 2021/22 academic year. The turnover rate surged to a record high of 7.4%, the highest in 25 years since the 1996/97 academic year (i.e. before the handover). In this connection, please advise this Committee of the following –

- (1) Has the Administration looked into the reasons for the surge in teacher wastage rates in various types of schools? If yes, what are the details? If no, what are the reasons?
- (2) Did the Administration take the identified reasons into account when estimating the teacher wastage rates for the current financial year? If yes, what are the details? If no, what are the reasons?
- (3) Will the Administration consider making use of the resources saved as a result of wastage to take forward more staff retention measures, such as improving the remuneration package and benefits as well as promotion prospects for university, secondary school and primary school teachers, so as to enhance the quality of education?

Asked by: Hon SHANG Hailong (LegCo internal reference no.: 15)

Reply:

(1), (2) and (3)

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools and Direct Subsidy Scheme schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. The projected wastage rate for the 2023/24 school year is based on the wastage rates in the past 2 to 3 school years, having regard to information such as the estimated demand for teachers. With the declining school-aged population, the demand for teachers would decrease correspondingly.

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers' promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

As for the University Grants Committee (UGC)-funded universities, appointment of academic staff is a matter within the autonomy of the universities, and the Government and UGC are not involved. The universities may, having regard to their own development strategies as well as their teaching and research needs, conduct global recruitment to reinforce their global competitiveness. Overall, the eight UGC-funded universities recorded a steady growth in the number of academic staff in the past three academic years. According to the figures provided by the universities, the number of academic staff increased from 4 779 to 4 974 between the 2019/20 and 2021/22 academic years, among which the number of senior academic staff (including chair professors, professors and assistant professors) increased from 2 048 to 2 234. Besides, about 480 new academic staff members joined the UGC-funded universities in the 2021/22 academic year, reflecting that our universities continue to attract talent from around the world. With Hong Kong's full resumption to normalcy, the universities can continue to take forward their global recruitment efforts.

- End -

CONTROLLING OFFICER'S REPLY

EDB155

(Question Serial No. 2089)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Training and Support Scheme, are there any plans to allocate additional resources and manpower to maintain close liaison with the industries and conduct research on the actual demand of the employment market, so as to build a workforce that truly meets the market needs? If yes, what are the details? If no, what are the reasons?

Asked by: Hon SHIU Ka-fai (LegCo internal reference no.: 32)

Reply:

The Government has implemented the Pilot Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised the TSS since the 2019/20 academic year. The Government and VTC conduct regular reviews on the implementation and effectiveness of the TSS. In particular, the Government announced in 2022 that the Pilot Incentive Scheme to Employers and the Pilot International Study Programme under the TSS would be extended for two years to benefit more trainees. VTC also maintains close communication with industry representatives to ensure that these schemes meet the needs of the industries. This includes keeping abreast of the manpower situation and analysing the manpower demand of the industries through VTC's Training Boards and periodic manpower surveys, so as to cultivate human capital that match the market demand and provide sufficient places for trainees.

- End -

CONTROLLING OFFICER'S REPLY

EDB156

(Question Serial No. 1860)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2023–24 of this Programme, it is mentioned that the Vocational Training Council (VTC) will continue to strengthen and deliver an inspiring Science, Technology, Engineering, the Arts and Mathematics (STEAM) education within the VTC and across the local community in response to the government policy to promote STEAM education and to enhance the development of Hong Kong during the year.

In fact, in its efforts to encourage universities to offer more STEAM-related programmes, the Government has put much emphasis on nurturing innovation and technology (I&T) talent. However, to promote I&T development in a holistic manner, we need not only academics and other I&T leaders, but also industrial skilled talent of various types and levels such as machine operators and maintenance personnel. In this connection, will the Government advise this Committee of the following –

1. whether the Administration will look into enhancing the quality and position of vocational and professional education and training (VPET) by, for example, upgrading the Technological and Higher Education Institute of Hong Kong (THEi) of VTC to a university of applied sciences, so as to attract more students to pursue VPET; if yes, of the details and reasons; and
2. whether the Administration will look into establishing a new institute specialising in I&T-related programmes under the Hong Kong Institute of Vocational Education (IVE) to attract more funding, internship and employment opportunities from large enterprises, thereby providing a promising articulation pathway for students who are unable to attend the eight publicly-funded universities, while enlarging the I&T talent pool of Hong Kong to ensure a sufficient supply of talent for enterprises; if yes, of the details; if no, of the reasons?

Asked by: Hon TAN Sunny (LegCo internal reference no.: 35)

Reply:

1. Through the strategy of fostering industry-institution collaboration and diversified development, the Government strives to promote vocational and professional education and training (VPET) as a pathway parallel to conventional academic education, and provide diversified and flexible education pathways for young people with different aspirations and abilities. At the post-secondary education level, we have been adopting a multi-pronged approach and introduced a series of measures to support post-secondary institutions in further enhancing their VPET programmes. This will strengthen the VPET progression pathways at the sub-degree and degree levels as a whole, thereby enhancing its professional image and overall attractiveness. Meanwhile, it has all along been the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors, and a host of support measures have been implemented for self-financing institutions to promote the healthy, sustainable and diversified development of the self-financing sector.

We are pleased to see that a number of self-financing institutions, including the Technological and Higher Education Institute of Hong Kong (THEi), are proactively responding to the needs of the community by launching various innovation and technology (I&T) programmes and VPET programmes related to industries with keen demand for human resources. To further promote VPET, the Education Bureau is progressively implementing the measures announced in the 2022 Policy Address and the 2023-24 Budget. We announced the launch of the second round of the Pilot Project on the Development of Applied Degree Programmes on 7 March 2023 and are inviting applications from eligible post-secondary institutions including THEi. We will select programmes with stronger industry elements in an industry with keen manpower demand, and suitably accord priority to industries which are not covered by the existing four applied degree programmes. Programmes selected will be launched in the 2024/25 academic year at the earliest.

Besides, we will expand the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) to include top-up degree programmes for the first time starting from the 2023/24 academic year, involving about 1 000 undergraduate programme places; and, subject to the progress of the review of the Post Secondary Colleges Ordinance (Cap. 320), increase in phases about 1 000 self-financing higher diploma programme places and about 1 000 self-financing undergraduate programme places. We will also accord priority to programmes of applied nature that involve industry-institution collaboration, and rationalise the implementation details of SSSDP and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong starting from the 2023/24 academic year, with a view to providing more flexibility for institutions to admit students with VPET qualifications to benefit more students from a diverse range of backgrounds.

The above measures will benefit a number of self-financing institutions and contribute to the diversified development of VPET and post-secondary education in Hong Kong. In view of the declining student population of the relevant age cohort for post-secondary programmes in recent years and the development of post-secondary education sector, the Government currently has no plan to set up a new publicly-funded university of applied sciences. We will continue to support the parallel development of the publicly-funded and self-financing post-secondary education sectors and proactively promote VPET to

broaden the diversified articulation pathways of young people and nurture talent for different sectors of the community.

2. The Vocational Training Council (VTC) is a statutory body established under the VTC Ordinance (Cap.1130) in 1982 and is currently the largest VPET provider in Hong Kong. The Hong Kong Institute of Vocational Education (IVE) is one of VTC's member institutions. To ensure that its VPET initiatives and programmes keep abreast of the times and cater for the actual demand of society and the industries, VTC has been maintaining close communication and co-operation with the Government and the industries to understand the latest situation of the Hong Kong labour and job markets, enabling it to design and enhance its VPET programmes. On I&T, VTC established the VTC STEM Education Centre and the Smart City Innovation Centre in 2017 and 2021 respectively. They provide students with not only industry-related I&T knowledge, but also a problem-solving-based platform for interdisciplinary learning through Smart City-related technological solutions or interdisciplinary collaborative projects, integrating the latest technological knowledge into teaching to nurture future I&T professionals.

The Government will continue to support VTC in its collaboration with the industries to keep updating and enhancing its VPET programmes in response to the latest manpower needs for various industries in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB157

(Question Serial No. 1861)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As stipulated in Article 10 of the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (HKSAR) (National Security Law), "the HKSAR shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law". Under Matters Requiring Special Attention in 2023-24 of this Programme, it is pointed out that during the year, the Education Bureau (EDB) will continue to develop a variety of learning and teaching resources for promoting national education, including the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and national security education in schools. In this connection, will the Government advise this Committee of –

- (1) whether policies and measures will be implemented to facilitate schools in enhancing students' awareness of national security and law-abidingness; if yes, of the details; if no, of the reasons;
- (2) the policies, measures and activities put in place in the year to help students acquire a correct understanding of the Constitution, the Basic Law, the National Security Law and the ordinances related to the national flag, the national emblem and the national anthem so as to safeguard national security and sovereignty; if yes, of the details, if no, of the reasons;
- (3) the policies, measures and activities put in place in the year to help teachers acquire a correct understanding of the Constitution, the Basic Law, the National Security Law and the ordinances related to the national flag, the national emblem and the national anthem so as to safeguard national security and sovereignty; and whether policies are in place to assess if teachers have a correct understanding of the above ordinances; if yes, of the details; if no, of the reasons;

- (4) whether policies and measures are in place to encourage local students to participate in Mainland exchange activities, so that students can learn in the Mainland and gain first-hand experience of the country's development and achievements; if yes, of the details; if no, of the reasons.

Asked by: Hon TAN Sunny (LegCo internal reference no.: 34)

Reply:

(1) to (3)

Learning elements relating to the national education and national security education (NSE) have all along been included in various subjects of the primary and secondary curricula such as General Studies, Chinese Language, Chinese History, History, Geography, Citizenship and Social Development (CS), and those related to technology and science. The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach to promote national education and NSE, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, etc., to support schools in promoting national education and NSE within and beyond classroom through whole-school participation, strengthening students' sense of national identity and national pride and enhancing their awareness of national security and law-abidingness, as well as helping students understand their responsibility, as a Chinese, to protect our country together.

Curriculum development

In recent years, EDB has been continuously strengthening national education and NSE through curriculum enhancement, including making Chinese History an independent compulsory subject at the junior secondary level and implementing the new junior secondary Chinese History curriculum starting with Secondary One from the 2020/21 school year to enable students to learn about our country's history and development in a holistic and systematic manner; replacing Liberal Studies by CS starting with Secondary Four in the 2021/22 school year; launching the Curriculum Framework of National Security Education in Hong Kong and 15 respective subject curriculum frameworks on NSE in 2021 for schools' reference to facilitate the holistic planning of and whole-school participation in promoting NSE; and releasing the Primary Education Curriculum Guide (Pilot Version) in September 2022, which encompasses the learning elements of national education and NSE.

Learning and teaching resources

As an ongoing effort, EDB has been strengthening national education and NSE, including education on the Constitution and the Basic Law, national flag, national emblem, national anthem and national security by providing schools with a variety of learning and teaching resources such as learning and teaching resources on the Constitution of the People's Republic of China, online self-learning courses on the Basic Law, the audio picture book entitled “Let's Learn about National Security”, the theme-based resources webpage of “Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem”, the National Security Education Online Learning Platform, with a view to helping schools promote national education and NSE within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform “National Education One-stop Portal” has been set up, which incorporates different themes such as the

Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture, to facilitate the use of relevant learning and teaching resources by teachers and students.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers and teachers aspiring for promotion. EDB has also introduced measures on teachers' entry requirement to promote their correct understanding of the Basic Law and National Security Law. Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass BLT will be extended to all Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and the National Security Law. Moreover, EDB has continuously organised knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", as well as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic Law, encompassing the historical background of "One Country, Two Systems", the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. To support schools in promoting NSE, EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

Life-wide learning activities

EDB also organises diversified activities for students on an ongoing basis, such as the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day and National Constitution Day Online Quiz Competitions. In addition, under the Constitution and Basic Law Student Ambassadors Training Scheme, thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities has been overwhelming. Furthermore, EDB and the Security Bureau have jointly organised the Let's Join Hands in Safeguarding National Security Programme, activities of which include the Slogan-cum-Poster Design Competition on National Security, and the National Security Online Quiz Competition. The Programme aims to create an atmosphere of safeguarding national security and enhance students' and teachers' understanding of the Constitution, the Basic Law and national security, thereby pooling our strengths to safeguard national security. To facilitate schools in organising school-based national education activities on important days, EDB has also compiled the "National Education – Event Planning Calendar".

Being the school sponsoring body of government schools, EDB has taken the lead in adopting a whole-school and joint-school collaborative approach in the 2022/23 school year to launch a series of inter-school national education activities under the theme of "Love Our Home, Treasure Our Country" in accordance with the "National Education – Event Planning Calendar" issued by EDB to commemorate key national events and promote national education.

Strengthening school-based management

Under the spirit of empowerment and accountability in school-based management, school management has the responsibility to understand and monitor the quality of teaching, the teaching materials used, and the appropriateness of student activity arrangements. EDB has implemented the “enhanced School Development and Accountability framework” since the 2022/23 school year to bolster the accountability of staff in publicly-funded schools in providing quality school education and enhancing the national education through the adoption of a whole-school approach. All publicly-funded schools should assign a co-ordinator to lead the overall planning work in this school year. To better support schools in promoting national education on all fronts, EDB will continuously seek to understand the planning and implementation of national education in schools and the effectiveness through school visits, curriculum development visits and inspections. Feedback will be given to support schools in making improvement.

Home-school cooperation

EDB has been encouraging schools to maintain close contact with parents and foster home-school cooperation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students’ awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards.

(4)

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country’s development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of CS also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. Mainland exchange programmes for primary and secondary students will also be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions, promotion leaflets and EDB website to encourage schools to actively arrange students to participate in the programmes and study tours.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of

the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students' learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB158

(Question Serial No. 0918)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau (EDB) advise this Committee of the following –

- (1) the respective number of school-age students attending Primary One (P1) and Secondary One (S1) classes in each school net and the territory;
- (2) regarding demographic changes in student population, small class teaching (SCT) and the arrangement for allocating more students per P1 class, please give a breakdown of the following by school net in each district – the number of primary schools implementing SCT with a class size of 25 and its percentage share in the total number of primary schools in the respective districts; the total number of primary schools, school places and students in the respective districts; and the total number of schools, schools implementing SCT, P1 places and P1 students in each school net;
- (3) the number of schools not implementing SCT in each district, the percentage share in the total number of primary schools in the respective districts, and the total number of schools offering P1 classes in the respective districts;
- (4) whether EDB has plans to implement measures similar to the “targeted relief measures” implemented in secondary schools in view of the fluctuation in primary school-age population? If yes, what are the timetable and estimated total expenditure involved? If no, what are the reasons?
- (5) whether EDB has plans to strengthen its support for SCT in primary schools and extend SCT to junior secondary level when the primary and secondary school-age population declines? If yes, what are the timetable and estimated total expenditure involved? If no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 1)

Reply:

(1)

The projected mid-year school-age populations aged 6 and 12 residing in Hong Kong in 2023 are tabulated at Annex 1. Those age groups are considered suitable for Primary One (P1) and Secondary One (S1) education respectively in the 2023/24 school year.

(2) and (3)

The number of public sector primary schools in each district and the territory, the number of schools implementing small class teaching (SCT) (i.e. those allocated 25 students per P1 class under the Primary One Admission (POA)) and its percentage share, the number of schools maintaining 30 students per P1 class under POA and its percentage share, the total number of P1 places, the total number of P1 students, the total number of primary school places and the total number of primary students in the 2022/23 school year are tabulated at Annex 2. The P1 school nets provide a basis for allocation of school places in Part B of the Central Allocation stage under POA. According to the existing arrangements, the provision of public sector primary school places is planned on a district basis. As statistics on the number of school places and students have always been collected on a district basis, a breakdown of such figures by school net is not available.

Over the past few years, the Education Bureau (EDB) has adopted flexible measures after consulting the school sector. Such measures include temporarily allocating more students to each P1 class (“temporarily allocating more students”) to increase the supply of school places flexibly. In the 2022/23 school year, the arrangement of temporarily allocating more students was adopted by the Sham Shui Po District (School Net 40) only. 12 schools implementing SCT have adopted the arrangement, representing 57% of the total number of primary schools in the district, with a class size of 29 students upon such allocation.

(4)

Noting that the continuous decrease in school-age population is not transient but structural, we will adopt long-term measures in planning for public sector primary and secondary school places. With top priority accorded to the interests of students and aiming for a “soft landing”, the number of schools would be adjusted in a gradual and orderly manner to ensure education quality and optimal use of public resources.

In recent years, EDB has adopted multi-pronged measures to cope with the challenges arising from the structural changes in student population. These measures include –

- (i) EDB, being the school sponsoring body (SSB) of government schools, has taken the lead in reviewing the sustainable development of government schools and adopting measures in a decisive manner to consolidate resources, such as ceasing the operation of schools with persistent under-enrolment, merging or relocating schools in districts with a relatively significant surplus of school places to districts with greater demand for school places or New Development Areas which are expected to have a greater demand for school places to alleviate the pressure of schools in student admissions by reducing the supply of school places in the districts concerned;
- (ii) School allocation in the future will mainly focus on reprovisioning of schools, especially those which are far below the prevalent building standards, for supporting their continuous improvement and enhancing the learning and teaching environment;

- (iii) The 4 time-limited primary schools which have helped cope with the transient increase in P1 student population in the past will cease operation gradually as planned; and
- (iv) We will continue to communicate with schools, and encourage them to get prepared for early implementation of SCT in the public sector primary schools if conditions permit.

Noting the projection of the future demand for school places, EDB is proactively communicating with SSBs with a view to planning ahead schools' development options, which include ceasing the operation of schools with prolonged under-enrolment; merging or reprovisioning schools to districts with new demand for school places, etc. As such, the impact arising from the structural decline in school-age population could be alleviated as far as possible and the well-being of students and quality of education could be ensured.

As the expenditures on the above measures are subsumed under the overall expenditure of EDB, a breakdown of the estimated expenditure is not available.

(5)

It is an established government policy to implement SCT in public sector primary schools. At present, over 80% of public sector primary schools in Hong Kong have implemented SCT. As indicated by the Chief Executive in the 2022 Policy Address, the Government will continue to implement SCT in public sector primary schools in an orderly manner, with a view to achieving SCT in over 90% of these schools after 2 school years (i.e. the 2025/26 school year). Upon reviewing the latest situations such as the availability of classrooms, the demand for school places, the needs of school development and the availability of existing resources, EDB has already arranged 31 schools to start implementing SCT in the 2023/24 and 2024/25 school years and arranged for 7 additional public sector primary schools to start implementing SCT in the 2024/25 school year. It is expected that by then, over 90% of the public sector primary schools will implement SCT, achieving the target one year in advance.

To support teachers in making an effective use of the small class environment thereby enhancing learning and teaching, EDB has organised various professional development activities, which include building learning communities and organising seminars, workshops and experience sharing sessions. These activities seek to help teachers devise appropriate pedagogical strategies and apply different teaching modes in an SCT environment. We will continue to carefully look into the demand for school places in individual districts/school nets, the availability of classrooms and other relevant factors, so as to put forward SCT in a pragmatic and flexible manner. With the declining school-age population, we believe that more school nets will be better positioned to implement SCT. We will also continue to communicate with the schools and encourage them to get prepared for early implementation of SCT if conditions permit.

As for whether SCT should be implemented at junior secondary level, we should take into account the current conditions of secondary schools as well as their learning and teaching environment. Overseas experience, international studies and findings on SCT, and resource distribution should also be factored in. Most importantly, we must assess whether the reduction of class size in secondary schools is conducive to enhancing students' learning effectiveness. In fact, international studies have suggested that SCT is most effective when students are of a younger age and its effectiveness tends to wane with students' age. We have no plan to implement SCT at junior secondary level having regard to the aforementioned considerations.

**Projected mid-year school-age populations aged 6 and 12 residing in Hong Kong
by district in 2023**

District	Aged 6	Aged 12
Central & Western	1 400	1 700
Wan Chai	1 000	1 400
Eastern	3 700	5 100
Southern	1 700	2 500
Sham Shui Po	3 900	4 900
Yau Tsim Mong	2 500	2 300
Kowloon City	3 000	3 800
Wong Tai Sin	3 000	3 800
Kwun Tong	5 300	7 100
Tsuen Wan	2 200	2 800
Tuen Mun	4 300	5 000
Yuen Long	5 000	6 500
North	3 100	3 500
Tai Po	2 600	2 800
Sha Tin	5 100	7 200
Sai Kung	3 500	4 400
Islands	1 600	1 900
Kwai Tsing	4 300	4 800
All districts	57 300	71 600

- Notes
1. The projections of school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
 2. School-age population aged 6 is considered appropriate for receiving primary education (i.e. P1).
 3. School-age population aged 12 is considered appropriate for receiving secondary education (i.e. S1).
 4. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 and 12 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under or over the age of 6 may also enrol for P1. Students under or over the age of 12 may also enroll for S1.
 5. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Total number of students and school places in public sector primary schools
in each district in the 2022/23 school year**

District [school-netting under POA System]	No. of public sector primary schools	No. [%] of schools with SCT	No. [%] of schools with 30 students per class under POA	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	10 [62.5]	6 [37.5]	1 285	1 211	8 355	7 190
Wan Chai [School Net 12]	15	11 [73.3]	4 [26.7]	1 310	1 254	8 285	7 601
Eastern [School Nets 14 & 16]	25	15 [60.0]	10 [40.0]	2 420	2 188	16 480	14 481
Southern [School Net 18]	10	10 [100.0]	0 [0.0]	725	666	5 250	4 406
Sham Shui Po [School Net 40]	21	12 [57.1]	9 [42.9]	2 507	2 400	15 872	15 166
Yau Tsim Mong [School Nets 31 & 32]	18	10 [55.6]	8 [44.4]	1 900	1 833	12 852	11 752
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	11 [32.4]	3 105	3 018	19 948	18 118
Wong Tai Sin [School Nets 43 & 45]	24	24 [100.0]	0 [0.0]	2 150	1 989	14 590	13 387
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	5 [15.6]	3 645	3 510	24 361	23 166
Tsuen Wan [School Net 62]	18	10 [55.6]	8 [44.4]	1 990	1 899	13 249	12 125
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	4 [11.8]	3 420	3 276	22 536	20 491
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	5 [11.1]	4 575	4 432	29 895	27 175
North [School Nets 80, 81 & 83]	30	30 [100.0]	0 [0.0]	2 675	2 628	18 579	17 662
Tai Po [School Net 84]	18	16 [88.9]	2 [11.1]	1 870	1 838	13 359	12 075
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	11 [28.2]	4 190	4 086	28 753	26 306
Sai Kung [School Net 95]	22	22 [100.0]	0 [0.0]	2 125	2 009	13 800	11 980
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]	0 [0.0]	1 025	927	7 140	6 454
Kwai Tsing [School Nets 64, 65 & 66]	33	33 [100.0]	0 [0.0]	2 800	2 654	18 600	17 115
Total in Hong Kong	450	367 [81.6]	83 [18.4]	43 717	41 818	291 904	266 650

- Notes:**
1. Figures refer to schools participating in POA 2022.
 2. Figures on total number of P1 students in the 2022/23 school year refer to enrolment in public sector schools by administrative district instead of POA school net in September of the school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB159

(Question Serial No. 2510)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau (EDB) provide the total number of classes, demand for school places, supply of school places, cross-district students, surplus/shortage of school places, as well as the percentage of surplus/shortage over the supply of school places in different districts and Hong Kong as a whole with a breakdown by district –

(1) the supply and demand of Secondary One (S1) places under the Secondary School Places Allocation (SSPA) System from the 2019/20 to 2022/23 school years, as well as the latest projection of the supply and demand of S1 places under SSPA 2023;

(2) the supply and demand of Primary One (P1) places under the Primary One Admission (POA) System from the 2019/20 to 2022/23 school years, as well as the latest projection of the supply and demand of P1 places under POA 2023;

(3) further to the replies in (1) and (2), the respective surplus or shortage of school places in various districts/school nets in the recent 4 years and the projection for 2023;

(4) further to the replies in (1) and (2), the number of school places netted, the number of school places allocated, the number and percentage of school places netted from other districts against the actual number of places registered in the recent 4 years and the projection for 2023;

(5) further to the reply in (3), how will EDB effectively address the problem of surplus school places in certain districts? Will special measures be implemented? For example, it was suggested that the current number of S1 classes in the territory could be frozen, or that small class teaching could be implemented; and

(6) further to the reply in (3), how will EDB address the problem of insufficient school places in certain districts?

(7) In view of the demographic changes in respect of student population, will EDB set up a committee to devise an effective, sustainable and long-term solution? If yes, when will this happen and what is the timetable for it? If no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 2)

Reply:

(1), (3) and (4)

The Secondary School Places Allocation (SSPA) System is divided into 2 stages: Discretionary Places (DP) and Central Allocation (CA). During the DP stage, parents may, without restriction on districts, apply to not more than 2 participating secondary schools for their children. The CA stage comprises 2 parts, namely unrestricted school choices and restricted school choices. The secondary school net of students is determined by the location of the primary schools they attend rather than their place of residence. Under SSPA, parents may choose schools in other districts during the DP and CA stages. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students (including the actual number of places registered) are not available.

A total of 52 917, 54 112, 52 055 and 49 448 students participated in SSPA from 2019 to 2022 (i.e. for admission to Secondary 1 (S1) from the 2019/20 to 2022/23 school years) respectively. A breakdown by students' school net is at [Annex 1](#). The respective numbers of S1 classes, places and students in public sector schools by district from the 2019/20 to 2022/23 school years are at [Annex 2](#). As SSPA 2023 has not yet completed, relevant figures for the 2023/24 school year are not available.

The provision of public sector secondary school places is planned on a territory-wide basis. To ensure an adequate supply of school places to meet the demand and to provide students with more school choices in districts with a smaller number of school places, the Education Bureau (EDB) makes netting arrangements with neighbouring areas. It is a long-established arrangement and can also address the concerns and needs of different stakeholders. When making netting arrangements, EDB takes into consideration a number of factors, such as the demand and supply of school places in different districts, location of schools and the associated transport facilities as well as the established netting pattern, to ensure a sufficient supply of school places in each district and provide parents with more choices. The school places netted (if applicable) in the CA stage are included in the number of places offered by secondary schools and the projected number of school places in the school nets from 2019 to 2023, and are set out in the Secondary School Lists of the respective years for parents' reference. The actual number of school places netted and the statistics on actual registration are not available upon the end of the DP and CA stages.

(2), (3) and (4)

The Primary One Admission (POA) System is divided into 2 stages, DP and CA. During the DP stage, parents may apply to 1 public sector primary school either within or outside the school net in which they reside. Children who have failed to secure a discretionary school place may participate in CA, which comprises 2 parts, namely unrestricted school choices and restricted school choices. For applicant children residing in Hong Kong, their school net is determined by their residential address. Certain school nets may cover 2 districts. Hence,

a number of parents may choose schools from other districts/school nets in the DP and CA stages. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students (including the actual number of places registered) are not available.

A total of 49 567, 49 721, 46 782 and 45 240 children were allocated Primary 1 (P1) places in POA (i.e. participating in POA eventually) from 2019 to 2022 (i.e. for admission to P1 from the 2019/20 to 2022/23 school years) respectively. A breakdown by applicant children's school net is at [Annex 3](#). The respective numbers of P1 classes, places and students in public sector schools by district from the 2019/20 to 2022/23 school years are at [Annex 4](#). As POA 2023 has not yet completed, relevant figures for the 2023/24 school year are not available.

The provision of public sector primary school places is planned on a district basis. Under POA, the demand and supply of P1 school places in individual school nets may vary across years. Providing sufficient school places for parents' selection by netting places from school nets that have surplus places is a long-established arrangement. When netting school places, EDB follows the established mechanism, which includes thoroughly considering the situation of schools in the school nets concerned, location of schools, the transportation available to facilitate students travelling to and from school, etc. The provisional number of CA places offered by schools, including those offered by schools in other school nets, is set out in the Choice of Schools List by School Net for CA of POA from 2019 to 2023 for parents' reference. Each year, the actual number of school places netted and the situation of students' actual registration in relevant districts/school nets could be affected by different factors, including the unrestricted school choices made by parents during the CA stage. Relevant statistics are not readily available.

(5) to (7)

Noting that the continuous decrease in school-age population is not transient but structural, we will adopt long-term measures in planning for public sector primary and secondary school places to ensure a healthy and sustainable education ecosystem. In the meantime, we have to take account of the pace of development in different communities in a holistic manner and grasp the opportunity to redeploy and optimise resources, focusing on enhancing the overall education quality in meeting the various educational needs of students.

As for primary schools, EDB had adopted flexible arrangements to increase the supply of P1 places (such as temporarily allocating more students to each P1 class and operating time-limited schools). Following the decline in P1 school-age population, EDB has adjusted the relevant flexible measures in light of the demand as planned, including gradually ceasing the operation of 4 time-limited primary schools.

Furthermore, it is an established government policy to implement small class teaching (SCT) in public sector primary schools. At present, over 80% of public sector primary schools in Hong Kong have implemented SCT. In addition to making arrangements for 16 and 15 schools to start implementing SCT in the 2023/24 and 2024/25 school years respectively, we have further arranged for 7 additional public sector primary schools to start implementing SCT in the 2024/25 school year. It is expected that by then, over 90% of the public sector primary schools will implement SCT, achieving the target set in the 2022 Policy Address one

year in advance. We will continue to review the demand and supply of school places in individual primary school nets, whether there are sufficient vacant classrooms in the school nets for operating additional classes to facilitate full implementation of SCT within the nets, and the additional resources involved. We will also continue to maintain liaison with the public sector primary schools which have yet to implement SCT, and encourage them to get prepared for early and orderly implementation of SCT in public sector primary schools if conditions permit.

For secondary schools, in response to changes in the demand for S1 places, EDB and the sector met in October 2017 to discuss the framework of direction and strategies, which included adopting the established netting arrangements for the SSPA, progressively reverting the S1 allocation class size to 34 according to the number of places previously reduced upon the rebound of the S1 student population (“place reinstating”), and “operating additional S1 classes” in districts with a shortfall in school places even after adopting the netting arrangements and “place reinstating”, to ensure a sufficient supply of S1 places every cycle to meet the demand. Owing to the projected decline in S1 school-age population in 2025 and beyond, the current-term Government decide that the S1 allocation class size would not be reverted to 34 (“place reinstating”) as originally scheduled for the 2023/24 to 2026/27 school years. Nevertheless, we will closely monitor the demographic changes in student population and conduct dynamic assessment of the demand and supply of school places, in order to address the structural decline in school-age population in a reasonable and orderly manner.

In fact, very relaxed criteria are already adopted in approving classes in both primary and secondary schools. For primary schools, in the 2022/23 school year, they can operate two classes with a minimum intake of 24 students at each level of Primary 1 to 4, and a minimum intake of 26 students at each level of Primary 5 and 6, with an average class size of 12 or 13 students. As for secondary schools, they can operate 2 classes with a minimum intake of 26 students, with an average class size of 13 students. As for whether SCT should be implemented at junior secondary level, we should take into account the current conditions of secondary schools as well as their learning and teaching environment. Overseas experience, international studies and findings on SCT, and resource distribution should also be factored in. Most importantly, we must assess whether the reduction of class size in secondary schools is conducive to enhancing students’ learning effectiveness. In fact, international studies have suggested that SCT is most effective when students are of a younger age and its effectiveness tends to wane with students’ age. We have no plan to implement SCT at junior secondary level having regard to the aforementioned considerations.

As a place for nurturing students, it is essential for schools to maintain an optimal size of student population for creating a conducive teaching and learning environment and providing diverse opportunities for learning in groups, so as to ensure the quality of education. As far as secondary education is concerned, the class size and overall student population of a secondary school should not be too small lest it would affect students’ subject choices, class allocation, opportunities to participate in diversified learning activities and group interactions, etc., which may go against the principle of whole-person development of the New Senior Secondary academic structure. Our planning for the provision of public sector school places and the future development of schools must be based on the demand for school places, with the interests of students as our prime consideration. If we invariably keep the existing number of schools or classes regardless of the actual demand for school places and class size,

it would not only go against the principle of optimising the use of public resources, but also hinder the whole-person development and diversified learning opportunities for students, which is not conducive to enhancing the quality of education.

EDB, being the school sponsoring body (SSB) of government schools, has taken the lead in reviewing the sustainable development of government schools and adopting measures in a decisive manner to consolidate resources. We are formulating long-term development plans for individual government schools upon holistic assessments, taking account of various factors including education policies, changes in school-age population, demand of school places in respective districts, overall development needs of government schools and utilisation of government resources, etc.. We adopt multi-pronged measures to address the individual circumstances of the districts and schools. For example, with a view to alleviating the impact of continuous declining demand for school places in certain school nets, EDB would cease the operation of schools with persistent under-enrolment, merge or relocate schools in districts with a relatively significant surplus of school places to districts with greater demand for school places or New Development Areas which are expected to have a greater demand for school places to alleviate the pressure of schools in student admissions by reducing the supply of school places in the districts concerned. At present, noting the projection of the future demand for school places, EDB is proactively communicating with SSBs with a view to planning ahead schools' development options, which include ceasing the operation of schools with prolonged under-enrolment; merging or reprovisioning schools to districts with new demand for school places, etc.. As such, the impact arising from the structural decline in school-age population could be alleviated as far as possible and the well-being of students and quality of education could be ensured. EDB will closely monitor the changes in student population, maintain close communication with the sector and encourage it to plan ahead to continuously enhance the overall quality of education while ensuring sustainable development of the school sector as a whole and optimal use of resources.

Number of students participating in SSPA from 2019 to 2022

School net	2019	2020	2021	2022
Central & Western	1 623	1 655	1 585	1 409
Wan Chai	1 821	1 725	1 656	1 507
Eastern	3 279	3 172	2 918	2 818
Southern	1 514	1 122	1 027	969
Sham Shui Po	3 206	3 195	3 113	2 945
Yau Tsim Mong	1 899	1 946	1 871	1 815
Kowloon City	4 781	5 279	5 037	4 545
Wong Tai Sin	2 706	2 283	2 384	2 322
Kwun Tong	3 940	4 731	4 403	4 213
Tsuen Wan	1 594	1 760	1 808	1 678
Tuen Mun	3 982	4 084	3 973	3 766
Yuen Long	4 920	5 527	5 202	4 901
North	3 097	3 378	3 222	3 296
Tai Po	2 423	2 373	2 198	2 161
Sha Tin	5 130	5 135	4 965	4 695
Sai Kung	2 761	2 389	2 280	2 122
Islands	745	816	899	905
Kwai Tsing	3 496	3 542	3 514	3 381
Total	52 917	54 112	52 055	49 448

Note: Figures exclude late applicants.

Number of S1 classes, places and students in public sector schools from the 2019/20 to 2022/23 school years

District	2019/20			2020/21			2021/22			2022/23		
	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students
Central & Western	39	1 316	1 239	39	1 316	1 213	39	1 316	1 191	39	1 316	1 164
Wan Chai	57	1 907	1 759	58	1 907	1 688	58	1 874	1 555	54	1 742	1 472
Eastern	98	3 130	2 894	100	3 196	2 828	94	2 998	2 612	94	3 031	2 586
Southern	46	1 471	1 261	45	1 438	1 164	44	1 438	1 098	44	1 339	998
Sham Shui Po	73	2 373	2 343	73	2 373	2 265	73	2 373	2 251	73	2 373	2 195
Yau Tsim Mong	59	1 848	1 762	61	1 881	1 743	60	1 848	1 702	60	1 881	1 649
Kowloon City	131	4 362	4 155	130	4 362	3 985	130	4 362	3 884	128	4 263	3 790
Wong Tai Sin	86	2 742	2 634	85	2 775	2 481	84	2 709	2 428	83	2 676	2 238
Kwun Tong	114	3 630	3 530	117	3 732	3 555	113	3 630	3 424	112	3 597	3 318
Tsuen Wan	51	1 707	1 635	51	1 707	1 545	51	1 707	1 563	50	1 674	1 468
Tuen Mun	139	4 402	4 092	140	4 402	4 051	137	4 402	3 918	135	4 303	3 748
Yuen Long	144	4 600	4 420	155	5 035	4 669	143	4 636	4 374	137	4 445	4 146
North	95	3 128	3 044	95	3 128	2 934	94	3 128	2 836	96	3 196	2 906
Tai Po	75	2 442	2 242	77	2 442	2 213	72	2 310	2 056	69	2 211	2 021
Sha Tin	158	5 040	4 725	165	5 304	4 883	163	5 208	4 669	151	4 842	4 380
Sai Kung	73	2 404	2 243	72	2 404	2 215	72	2 404	2 049	70	2 305	1 814
Islands	27	764	702	25	731	675	25	731	675	25	731	665
Kwai Tsing	122	3 927	3 678	122	3 960	3 692	122	3 960	3 618	122	3 894	3 405
All districts	1 587	51 193	48 358	1 610	52 093	47 799	1 574	51 034	45 903	1 542	49 819	43 963

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures include government, aided and caput ordinary secondary day schools but not special schools.
(3) Figures on places refer to the planned number of school places offered by the schools concerned.
(4) School districts are delineated by the District Council districts of the school premises.

Number of students allocated a P1 school place in POA from 2019 to 2022

P1 school net	2019	2020	2021	2022
11	1 259	1 295	1 134	1 096
12	1 131	972	956	916
14	1 436	1 332	1 241	1 099
16	1 504	1 549	1 469	1 321
18	1 061	1 061	1 001	937
31	986	1 006	949	810
32	996	972	911	898
34	1 757	1 892	1 747	1 621
35	937	773	792	758
40	2 721	2 872	2 729	2 697
41	857	866	748	749
43	900	880	899	839
45	1 263	1 308	1 235	1 249
46	1 236	1 308	1 149	1 084
48	3 018	2 986	2 836	2 738
62	2 340	2 361	2 190	1 966
64	795	808	822	825
65	1 248	1 322	1 234	1 229
66	1 144	1 197	1 177	1 101
70	2 161	2 177	2 070	1 909
71	1 518	1 533	1 475	1 474
72	2 347	2 395	2 321	2 414
73	961	1 013	950	935
74	1 488	1 548	1 519	1 519
80	1 059	1 047	983	960
81	1 125	1 229	1 160	1 398
83	54	46	58	41
84	2 078	2 115	2 087	2 006
88	1 210	1 199	1 054	1 048
89	1 475	1 446	1 372	1 349
91	2 448	2 489	2 398	2 324
95	2 748	2 861	2 540	2 578
96	38	39	38	41
97	118	118	114	107
98	913	946	870	826
99	80	68	82	53
Total	48 410	49 029	46 310	44 915

Note: Figures are based on the school net of applicant children and not inclusive of the cross-boundary students allocated a P1 place.

Number of P1 classes, places and students in public sector schools from the 2019/20 to 2022/23 school years

District	2019/20			2020/21			2021/22			2022/23		
	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students	No. of classes	No. of places	No. of students
Central & Western	51	1 385	1 388	51	1 385	1 346	50	1 360	1 224	49	1 285	1 211
Wan Chai	53	1 410	1 394	52	1 360	1 342	51	1 385	1 283	50	1 310	1 254
Eastern	102	2 827	2 716	101	2 799	2 576	97	2 620	2 396	91	2 420	2 188
Southern	36	945	826	36	945	821	34	825	736	31	725	666
Sham Shui Po	88	2 548	2 545	92	2 662	2 580	87	2 565	2 432	86	2 507	2 400
Yau Tsim Mong	78	2 135	2 132	77	2 157	2 107	74	2 000	1 973	69	1 900	1 833
Kowloon City	121	3 340	3 373	123	3 280	3 218	121	3 230	3 117	117	3 105	3 018
Wong Tai Sin	99	2 425	2 244	97	2 450	2 269	94	2 300	2 085	89	2 150	1 989
Kwun Tong	145	4 108	3 990	146	4 136	3 938	144	3 802	3 697	143	3 645	3 510
Tsuen Wan	77	2 250	2 231	76	2 179	2 194	76	2 080	2 026	74	1 990	1 899
Tuen Mun	145	3 690	3 682	145	3 720	3 587	141	3 615	3 405	136	3 420	3 276
Yuen Long	185	4 900	4 776	185	4 933	4 742	179	4 696	4 478	181	4 575	4 432
North	105	2 820	2 833	103	2 725	2 622	102	2 575	2 407	110	2 675	2 628
Tai Po	84	2 170	2 178	83	2 165	2 130	78	2 010	1 970	73	1 870	1 838
Sha Tin	163	4 885	4 660	169	4 844	4 614	164	4 475	4 272	161	4 190	4 086
Sai Kung	97	2 400	2 218	99	2 475	2 275	93	2 300	1 993	89	2 125	2 009
Islands	49	1 230	1 171	47	1 205	1 101	45	1 100	999	44	1 025	927
Kwai Tsing	113	3 005	2 878	116	3 105	2 969	113	3 030	2 886	112	2 800	2 654
All districts	1 791	48 473	47 235	1 798	48 525	46 431	1 743	45 968	43 379	1 705	43 717	41 818

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures include government and aided ordinary primary schools but not special schools.
(3) Figures on places refer to the planned number of school places offered by the schools concerned.
(4) Normally, schools may admit 2 or 3 more students on top of the class size for each class, and thus the number of students admitted could be greater than the number of places.
(5) School districts are delineated by the District Council districts of the school premises.

- End -

CONTROLLING OFFICER'S REPLY

EDB160

(Question Serial No. 2511)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding cross-boundary students, please advise this Committee of –

1. the number and percentage share of cross-boundary students studying in secondary schools/ primary schools respectively in each district (with a breakdown by District Council district); and
2. the Education Bureau's policies and measures in place to help cross-boundary students re-adapt to the school life after resumption of normal travel and students' return to campus. Please also set out the estimated expenditure, manpower and expected targets in this regard.

Asked by: Hon TANG Fei (LegCo internal reference no.: 3)

Reply:

1. Upon full resumption of normal travel between Hong Kong and the Mainland from 6 February 2023, cross-boundary students (CBS) have resumed their daily travel between the Mainland and Hong Kong to attend face-to-face classes in a gradual and orderly manner. CBS of secondary schools have resumed classes in Hong Kong since 8 February, while those of primary schools, kindergartens and special schools have returned to school for classes in Hong Kong from 22 February. In February 2023, the Education Bureau (EDB) collected information on CBS via schools in different districts. The number and percentage of CBS in secondary and primary schools by district are set out at Annex.
2. Given that local schools have fully resumed whole-day face-to-face classes, the EDB has launched the "Resuming Vibrant Life @School" designated webpage and organised webinars in January 2023 to help students resume their normal studies and social lives as soon as possible. The EDB has released on the webpage a variety of practical resources, such as resource packs, parents' guides and videos, which include

information on “Supporting cross-border students in adjusting to the resumption” and encouraged schools to enhance CBS’ sense of security and school belonging through different means. Schools are reminded to treat CBS in an inclusive manner by allowing relatively more flexible arrangements, such as exercising discretion in handling cases of students who arrive late or take early leave, as well as arranging flexible timetables to facilitate students’ adaptation. Schools should also pay attention to CBS’ emotional state after school resumption and provide them with timely support and counselling, so that they can gradually adapt to the local learning environment. The estimated expenditure on the related measures is subsumed under the EDB’s recurrent expenditure, and no breakdown is available.

**Number and Percentage of CBS
in Secondary and Primary Schools**

(i) Secondary Schools

District	Number of CBS	Percentage in the total number of CBS in secondary schools
Wong Tai Sin	18	0.2%
Tsuen Wan & Kwai Tsing	12	0.1%
Tuen Mun	1 563	16.6%
Yuen Long	1 547	16.5%
North	4 341	46.2%
Tai Po	1 520	16.2%
Sha Tin	263	2.8%
Tung Chung	131	1.4%
Total	9 395	100.0%

(ii) Primary Schools

District	Number of CBS	Percentage in the total number of CBS in primary schools
Wong Tai Sin	83	1.4%
Tsuen Wan & Kwai Tsing	131	2.2%
Tuen Mun	543	9.0%
Yuen Long	1 002	16.7%
North	3 024	50.4%
Tai Po	897	15.0%
Sha Tin	91	1.5%
Tung Chung	230	3.8%
Total	6 001	100.0%

Note: (1) Figures are based on the survey on the number of CBS conducted via schools in various districts. Figures include students who travel across the boundary from the Mainland to Hong Kong for school, continue to reside in Hong Kong temporarily to attend schools, and sustain learning at home temporarily in the Mainland through real-time online lessons or other e-learning modes arranged by schools. Figures reflect the position as at February 2023.

(2) Percentages may not add up to the total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB161

(Question Serial No. 2512)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

To complement the National 14th Five-Year Plan, Hong Kong will be established as the centre of development in eight key areas, including an international innovation and technology (I&T) hub. Besides, the Policy Address indicates that the Government needs to step up the promotion of I&T. Given the obvious importance of education in this relation, STEM/STEAM education should not be regarded as extra-curricular activities. In this connection, will the Education Bureau advise this Committee of the following –

1. the STEM/STEAM-related provision among the expenditures on and estimates for various areas of education from 2021 to 2025, as well as the projects involved; and
2. whether there are plans to incorporate STEAM courses into the regular curriculum; if yes, what are the plans; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 4)

Reply:

1. and 2.

To tie in with the development of Hong Kong as an international innovation and technology (I&T) hub, the Education Bureau (EDB) has implemented a series of support measures to promote STEM/STEAM (Science, Technology, Engineering and Mathematics/ Science, Technology, Engineering, the Arts and Mathematics) education which include renewing curriculum, enhancing professional development of teachers, enriching student learning activities, as well as providing resources support for schools, with a view to stepping up the promotion of STEM/STEAM education in primary and secondary schools and the learning of I&T for all.

Regarding school curriculum, STEM/STEAM education has been all along implemented through the curricula for science, technology and mathematics (including Science, Information and Communication Technology, Mathematics and primary General Studies),

with both classroom teaching of knowledge and skills and “hands-on and minds-on” cross-disciplinary learning activities beyond the classroom, such as scientific investigation, design and make, project learning, etc. Schools may enhance the pedagogical design of STEM/STEAM education learning activities within and beyond the classroom to tie in with the knowledge of students learnt from the curricula for science, technology and mathematics. This can enhance students’ interest and abilities in science and I&T, enable them to integrate and apply knowledge across different disciplines (including learning elements of Arts), as well as foster their creative thinking and entrepreneurial spirit. Hence, instead of just an extra-curricular activity, STEM/STEAM education involves the learning and integrated application of science, technology and mathematics in the school curriculum.

As announced in the Chief Executive’s 2022 Policy Address, we will incorporate more I&T learning elements into the curricula, including the development of the “Enriched Module on Coding Education for Upper Primary Level” and “Module on Artificial Intelligence for Junior Secondary Level”. Apart from implementing the enriched coding education at the upper primary level and incorporating artificial intelligence into the junior secondary curriculum, we will also implement the Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level” in the current school year, with a view to strengthening students’ scientific thinking and “hands-on and minds-on” ability and helping them build a solid foundation of learning science and technology.

The expenditure involved in the promotion of STEM/STEAM education in primary and secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown of the expenditure in this regard is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB162

(Question Serial No. 2513)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding further and postgraduate studies abroad, please advise this Committee of the following –

1. Is the Government providing any joint funding with enterprises for students or graduates to pursue further or postgraduate studies abroad? If yes, what are the details? If no, what the reasons?
2. Please set out the student exchange programmes funded by the Education Bureau as organiser or co-organiser in the past 5 years, and the amount of subsidy for each programme.
3. Please set out the number of participating students and the actual amount of subsidy per student in each programme.

Asked by: Hon TANG Fei (LegCo internal reference no.: 5)

Reply:

1.

The Government has not co-operated with enterprises to subsidise students' studies abroad. The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students to pursue studies at world renowned universities outside Hong Kong, with a view to grooming a top cadre of talent with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. Starting from the 2015/16 academic year with up to 100 students subsidised per cohort,

HKSES has been regularised since the 2019/20 academic year with the scholarship capped at \$300,000 per student per annum and a means-tested bursary granted to students who may need additional support to pursue their studies, subject to a ceiling of \$200,000 per student per annum, for covering living and other study-related expenses. The Education Bureau (EDB) also arranges mentorship programmes and summer internship opportunities for the awardees to enrich their social experience. Since the launch of HKSES, around 770 students have been awarded scholarships to pursue undergraduate or postgraduate studies at renowned universities outside Hong Kong.

HKSES has been well-received since its inception and has now been regularised. Hence, the Government has no immediate plan to set up other scholarship programmes to subsidise students' studies abroad.

2. and 3.

EDB subsidises post-secondary students' participation in exchange activities outside Hong Kong through the following schemes, which are implemented and administered by the participating post-secondary institutions in accordance with the operational guides issued by EDB. Funding is disbursed by EDB to the institutions in each subsidised period while the details of the exchange activities are to be arranged by the participating institutions.

Scheme	Objective	Academic year	Expenditure (\$ million)⁽¹⁾	No. of beneficiaries⁽²⁾
Scheme for Subsidy on Exchange for Post-secondary Students	To subsidise financially needy post-secondary students' participation in short-term internship or learning experience outside Hong Kong with a view to encouraging them to broaden global horizons while facilitating internationalisation of local campuses	2018/19	25.3	1 300
		2019/20	13.8	500
		2020/21	0.9 ⁽³⁾	30
		2021/22 ⁽⁴⁾	10.6 ⁽³⁾	300
		2022/23 ⁽⁵⁾	57 ⁽³⁾	700
Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested) ⁽⁶⁾	To subsidise financially needy post-secondary students' participation in short-term internship or learning experience in the Belt and Road (B&R) regions with a view to encouraging them to seize the new opportunities brought about by the B&R Initiative while facilitating educational exchanges between Hong Kong and the B&R regions	2018/19	6.7	700
		2019/20	2.3	100
		2020/21	0.3 ⁽³⁾	10
		2021/22 ⁽⁴⁾	1.4 ⁽³⁾	70
		2022/23 ⁽⁵⁾	15.8 ⁽³⁾	100
Scheme for Subsidy on Exchange to Belt and	To subsidise post-secondary students' participation in short-term internship or learning experience in the B&R regions	2018/19	Not applicable	Not applicable
		2019/20	3.1	500
		2020/21	0.3 ⁽³⁾	40

Scheme	Objective	Academic year	Expenditure (\$ million)⁽¹⁾	No. of beneficiaries⁽²⁾
Road Regions for Post-secondary Students (Non-means-tested) ⁽⁷⁾	with a view to encouraging them to seize the new opportunities brought about by the B&R Initiative while facilitating educational exchanges between Hong Kong and the B&R regions	2021/22 ⁽⁴⁾	1.9 ⁽³⁾	300
		2022/23 ⁽⁵⁾	17.9 ⁽³⁾	600

- (1) Manpower resources for the provision of the above schemes are subsumed under the recurrent expenditure of EDB.
- (2) Rounded to the nearest hundred or ten.
- (3) With the suspension of exchange activities by institutions due to the COVID-19 pandemic, there was a drop in the number of post-secondary students participating in exchange programmes and expenditure in the 2020/21 and 2021/22 academic years. With the relaxation of immigration and pandemic prevention measures worldwide, EDB has earmarked funding under the respective schemes to encourage institutions' full resumption of exchange activities.
- (4) Actual figures revised from last year's estimates.
- (5) Provisional figures.
- (6) Known before September 2019 as the "Scheme for Subsidy on Exchange to Belt and Road (B&R) Regions for Post-secondary Students".
- (7) To encourage more students to go on exchange in the B&R regions, EDB expanded the subsidy coverage and introduced the "Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)" in September 2019.

The subsidy ceiling of the "Scheme for Subsidy on Exchange for Post-secondary Students" and the "Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested)" is \$60,000 per eligible student, and that of the "Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)" is \$18,000. The actual maximum amount of subsidy varies according to the destination and duration of the exchange activity.

As for primary and secondary schools, EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. As Mainland exchange programmes for students have been suspended since end-January 2020 due to the epidemic, the numbers of students joining the programmes and the expenditures involved from the 2020/21 to 2022/23 school years are not available. The numbers of primary and secondary students joining Mainland exchange programmes from the 2018/19 to 2019/20 school years and the expenditures involved are as follows:

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2018/19	74 500	108.9
2019/20	8 000	14.9

[@] Staff establishment and expenditures involved for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of EDB.

Mainland study tours is an integral part of the senior secondary subject of Citizenship and Social Development (CS) curriculum. With full resumption of normal travel between Hong

Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditure for CS Mainland study tours in the 2022/23 school year is \$60 million.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB163

(Question Serial No. 2514)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2019/20 school year, the Education Bureau (EDB) has been providing public sector and Direct Subsidy Scheme primary and secondary schools with additional resources to strengthen the administrative support for schools and their management committees, with a view to strengthening school-based management and reducing the administrative work of teachers and principals. Please advise this Committee of the details of the provisions, and tabulate the manpower to be created and the estimated number of students and schools that will benefit from such an initiative.

Asked by: Hon TANG Fei (LegCo internal reference no.: 7)

Reply:

Starting from the 2019/20 school year, the Government has been providing all public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) with additional resources to strengthen the administrative support for schools and their management committees (MCs). About 1 000 schools benefit from the initiative, and the additional expenditure involved is around \$570 million each year. Students studying in public sector schools and DSS schools will benefit from the initiative. The resources mainly cover the aspects as follows –

The Education Bureau (EDB) implemented the “One Executive Officer for Each School” policy in the 2019/20 school year to provide public sector schools and DSS schools with resources for hiring additional administrative manpower, enabling schools to review their school-based administrative arrangements and requirements, streamline procedures, strengthen school administrative support and at the same time reduce the administrative work of teachers and principals, thereby, creating room for them to focus more on core education tasks and to take care of student development. Each school is required to recruit at least one full-time School Executive Officer (School ExO) with a local bachelor’s degree (or equivalent), regardless of whether they choose to create a regular School ExO post or receive the School Executive Officer Grant (SEOG). Schools receiving the SEOG may procure

school administration-related service from service provider(s) which should include the provision of at least one full-time school-stationed School ExO with a recognised degree.

Besides, EDB provided the above schools with the School-based Management Top-up Grant (the Grant) as recurrent funding to support the operation of their MCs/incorporated management committees/school management committees (SMCs) and strengthen training for school managers/SMC members. Starting from the 2019/20 school year, the subsidy for each public sector school was \$50,000 per year. The rate of the Grant is subject to adjustment in accordance with the June-on-June movement of the Composite Consumer Price Index each year. In the 2022/23 school year, the subsidy for each public sector school is \$51,615 per year. For DSS schools, the Grant is subsumed in the DSS unit subsidy rates.

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 2515)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. What were the respective numbers, percentages, median ages, median lengths of teaching service and wastage rates, and the total numbers of teachers appointed as graduate teachers and certificated masters/mistresses in public sector secondary, primary and special schools in the recent 3 years? In respect of the latter, what were the number, percentage, median age, median length of teaching service and wastage rate of those with a recognised degree?
2. Has the Education Bureau devised long-term policy measures to ensure stability of the education ecology? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 8)

Reply:

1.

The numbers, percentages and median ages of teachers appointed as graduate teachers and non-graduate teachers in public sector primary and secondary schools as well as special schools, and the respective numbers of drop-out teachers and wastage rates from the 2020/21 to 2022/23 school years are tabulated below –

Primary schools (government and aided)

School year	Graduate teachers					Non-graduate teachers				
	No. of teachers	Percentage (%)	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Percentage (%)	Median age	No. of drop-out teachers	Wastage rate (%)
2020/21	21 180	93.1	41	690	3.3	1 560	6.9	36	280	14.2
2021/22	21 050	93.6	41	1 360	6.4	1 440	6.4	33	250	15.7
2022/23 (Provisional figures)	20 650	93.0	42	1 650	7.8	1 550	7.0	30	270	18.5

Secondary schools (government, aided and caput)

School year	Graduate teachers					Non-graduate teachers				
	No. of teachers	Percentage (%)	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Percentage (%)	Median age	No. of drop-out teachers	Wastage rate (%)
2020/21	22 000	96.3	42	940	4.3	840	3.7	32	90	9.0
2021/22	22 200	97.0	42	1 660	7.5	680	3.0	31	120	14.3
2022/23 (Provisional figures)	22 320	97.6	41	2 120	9.6	550	2.4	30	120	17.1

Special schools

School year	Graduate teachers					Non-graduate teachers				
	No. of teachers	Percentage (%)	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Percentage (%)	Median age	No. of drop-out teachers	Wastage rate (%)
2020/21	1 980	98.0	39	100	5.3	40	2.0	53	10	6.5
2021/22	2 020	98.5	39	180	9.2	30	1.5	53	10	17.5
2022/23 (Provisional figures)	2 000	99.0	39	230	11.6	20	1.0	55	(less than 5)	13.3

The numbers, percentages, median ages and wastage rates of non-graduate teachers with degree qualifications (degree holders) in public sector primary and secondary schools as well as special schools from the 2020/21 to 2022/23 school years are tabulated below –

Primary schools (government and aided)

School year	Non-graduate teachers			
	No. of degree holders	Percentage (%)	Median age	Wastage rate (%)
2020/21	1 190	76.0	30	14.6
2021/22	1 140	79.2	29	15.0
2022/23 (Provisional figures)	1 300	83.7	28	17.8

Secondary schools (government, aided and caput)

School year	Non-graduate teachers			
	No. of degree holders	Percentage (%)	Median age	Wastage rate (%)
2020/21	660	78.3	29	8.7
2021/22	530	77.8	27	13.8
2022/23 (Provisional figures)	430	78.2	26	17.0

Special schools

School year	Non-graduate teachers			
	No. of degree holders	Percentage (%)	Median age	Wastage rate (%)
2020/21	10	32.5	44	8.1
2021/22	10	30.0	46	7.7
2022/23 (Provisional figures)	10	30.0	52	11.1

Notes:

- (1) Numbers of teachers/drop-out teachers are rounded to the nearest 10.
- (2) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year but were no longer serving in any of the ordinary schools as at mid-September of the school year concerned. “Drop-out teachers” of special schools refer to the teachers who were serving in a special school as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year but were no longer serving in any special schools as at mid-September of the school year concerned.

As the Education Bureau (EDB) does not collect information on the lengths of teaching service of drop-out teachers, the relevant statistics are not available.

2.

EDB has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly.

EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the All-Graduate Teaching Force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers’ promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

- End -

CONTROLLING OFFICER'S REPLY

EDB165

(Question Serial No. 2516)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding exchange on the Mainland, please provide the numbers of student beneficiaries under the Mainland University Study Subsidy Scheme (MUSSS) and the amounts of subsidy disbursed in the past 3 years. What are the expenditure and manpower arrangements for implementing MUSSS in the coming year?

Asked by: Hon TANG Fei (LegCo internal reference no.: 9)

Reply:

In the 2020/21 and 2021/22 academic years, the full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy under the Mainland University Study Subsidy Scheme (MUSSS) were \$16,800, \$8,400 and \$5,600 respectively. As for the 2022/23 academic year, the means-tested and non-means-tested subsidies under MUSSS are disbursed according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of Subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of student beneficiaries and the amounts of subsidy disbursed under MUSSS in the past 3 years are tabulated below –

Academic Year	2020/21	2021/22	2022/23 (as at early March 2023)
Total no. of student beneficiaries	3 844	4 422	4 193*
Amount of subsidy disbursed (\$)	49 million	56 million	58 million [@]

* About 700 applications for the 2022/23 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$63 million.

The expenditure, number of student beneficiaries and manpower arrangements under MUSSS in the coming year are expected to be comparable to those in the 2022/23 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 2517)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) Please set out in detail the specific information on the promotion of implementing Chinese history and modern Chinese history education in primary and secondary schools in the past 3 years, including the relevant projects and expenditure involved and their effectiveness. If the Education Bureau (EDB) does not compile statistics in this regard, please provide the reasons for that; and
- (2) Please provide information on EDB's plan in promoting Chinese history and modern Chinese history education in primary and secondary schools for the coming year.

Asked by: Hon TANG Fei (LegCo internal reference no.: 10)

Reply:

(1) and (2)

Chinese History plays a key role in reinforcing the learning of Chinese history and Chinese culture in the school curriculum, and aims to facilitate a holistic understanding of our country's history among primary and secondary students, cultivate correct historical perspectives, and nurture in them a sense of national identity. Through ongoing curriculum renewal, strengthening the professional development of teachers, providing schools with diversified teaching resources and organising student activities, etc., the Education Bureau (EDB) continues to enhance the education of Chinese history and modern Chinese history.

Curriculum development

Chinese history is the essential learning content for primary and secondary students. General Studies for primary schools sets "National Identity and Chinese Culture" as a learning strand, which covers the characteristics of Chinese culture, national geography, important dynasties in Chinese history, historical figures and events, etc., to enhance students' interest in and understanding of Chinese history as well as their sense of national identity, through interesting stories and topics relevant to everyday life.

Junior Secondary Chinese History was made an independent compulsory subject at the junior secondary level in the 2018/19 school year and the revised curriculum has been extended to Secondary 3 in the 2022/23 school year to enable all students to study Chinese history in a holistic and systematic manner. The learning content of the new curriculum attaches equal weight to the ancient and modern times, enabling students to understand comprehensively the development of ancient and modern China. At the senior secondary level, Chinese History has always been an elective subject in the senior secondary curriculum. Students may choose to study the subject according to their interests, aspirations and abilities. Similarly, the curriculum emphasises the study of ancient and modern history of China, which enables students to gain a holistic and in-depth understanding of the historical development of our country and deepen their comprehension of Chinese culture, thereby enhancing their sense of national and cultural identity. In July 2019, EDB further published the Adapted Framework of the Revised Chinese History (Secondary 1-3) Curriculum for Non-Chinese Speaking Students (NCS) for the reference and use of schools admitting NCS students.

Professional development of teachers

EDB has continuously organised a wide range of teacher professional development programmes, such as the lecture series entitled “Selected Topics on the History of Ming Dynasty” and “Understanding the History of Republic of China through Historical Figures”, to enrich teachers’ knowledge of Chinese history and culture. Frontline teachers are also invited to share their strategies and good practices in learning and teaching the subject by using cultural relics, stories of historical figures and game-based learning to enhance the teaching effectiveness of teachers. In addition, EDB has collaborated with the Hong Kong Palace Museum to introduce a series of new professional development activities on artefact education for all Chinese History teachers in Hong Kong. Teaching materials are also designed to tie in with the Chinese History curriculum and museum exhibits so as to extend learning history through artefacts from museums to classrooms. In the past 3 years, over 120 teacher professional development activities were organised with more than 13 500 participants, and the feedback was very positive.

Learning and teaching resources

To support the implementation of General Studies for primary schools, the newly revised Junior Secondary Chinese History curriculum and the existing Senior Secondary Chinese History curriculum, EDB has developed diversified learning and teaching resources related to Chinese history and culture on an ongoing basis. Resources, such as “Commenting on the Past and Present - Reading and Self-learning Resource Pack and Students’ Portfolio” and “‘Think and Innovate’ Chinese History Learning and Teaching Resource Pack and Student Self-learning Platform”, have been uploaded to EDB’s webpage for teachers’ reference and encouraging self-directed learning among students. EDB has also developed a new Multimedia Resource Kit on “General History of China” to enhance teachers’ and students’ knowledge of the historical development from the origin of Chinese civilisation to the end of the monarchy in China in 1911. EDB will continue to develop teaching materials on the part of modern Chinese history after 1911 for the Junior Secondary Chinese History curriculum. Moreover, to support NCS students in learning Chinese History, EDB has been developing bilingual teaching materials, including “S1 Chinese History Bilingual Learning and Teaching Package (For Non-Chinese Speaking Students)” and “A Chinese-English Glossary of Terms Commonly Used in the Teaching of Junior Secondary Chinese History (For Non-Chinese Speaking Students)”, etc.

Diversified activities

EDB continues to organise diversified activities on Chinese history and culture in order to provide more opportunities for students to learn Chinese history and culture beyond the classroom. For example, the “Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture” has been established since the 2020/21 school year. Other activities include reading competitions on Chinese history and culture, quizzes on Chinese history and short video competitions. All these aim to encourage students to understand and appreciate the significance and importance of Chinese history and culture, create an atmosphere for active learning of Chinese history and culture, and cultivate students’ affection for the country and sense of belonging to the country. These activities have received positive feedback from schools, with good response from participating students.

Modern Chinese history – Teaching the history of the War of Resistance against Japanese Aggression

In recent years, EDB has been actively taking forward activities on “Teaching the History of the War of Resistance against Japanese Aggression” through organising a range of professional development activities, including the “September 18 Incident and the War of Resistance against Japanese Aggression” seminar cum sharing session by veterans of the War of Resistance”, “‘Remember History, Cherish Peace’ – The Nanjing Massacre from the perspectives of China and Japan” as well as thematic seminars and field study activities on “the East River Column and the Hong Kong-Kowloon Independent Brigade and its Historical Contributions”. All of these help teachers gain a holistic understanding of the history of the War of Resistance against Japanese Aggression and experience the patriotic spirit and heroic deeds of people in Hong Kong during the War. Learning and teaching resources on the “September 18 Incident” have also been developed to enable students to learn and pass on the perseverance and commitment epitomised by Chinese soldiers and civilians in dealing with difficulties and hardships. In December 2022, EDB organised a territory-wide commemorative activity entitled “Remember History, Cherish Peace: Nanjing Massacre” for students to enable the younger generation to remember history, reflect on the cruelty of wars and cherish peace. To help NCS students learn the history of the War of Resistance against Japanese Aggression and the Battle of Hong Kong, a teacher seminar on “Ethnic Minorities Soldiers and Civilians during the Battle and Fall of Hong Kong (Focusing on South Asians)” was held last year. This year, EDB continues to organise field study activities in relation to the Battle of Hong Kong, such as visits to the “Stanley Military Cemetery” and “Sai Wan War Cemetery”. Teachers’ feedback has been positive.

Major tasks in the coming year

In the year ahead, EDB will keep up the efforts in further promoting Chinese history education through different strategies, such as organising various kinds of teachers’ professional development training courses and diversified students activities (including student Mainland exchange programmes), as well as developing more learning and teaching resources. In addition, with full resumption of quarantine-free travel between Hong Kong and the Mainland, EDB will resume subject-based Mainland study tours for teachers to enhance History teachers’ professional knowledge on the related topics, thereby reinforcing their classroom teaching and skills in guiding students to participate in Mainland study tours, so as to deepen students’ understanding of the history and culture of our country, and enhance the effectiveness of history education.

The expenditures and estimates involved in carrying out the various tasks set out above are subsumed under EDB's recurrent expenditure, and so no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 2518)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. Please provide statistics on the number of Hong Kong residents' children pursuing studies in universities in the Mainland or other places, the place and the year of study of these students in the past 5 years.
2. Please provide statistics on the number of Hong Kong residents' children pursuing studies in secondary schools in the Mainland or other places, the place and the year of study of these students in the past 5 years.

Asked by: Hon TANG Fei (LegCo internal reference no.: 11)

Reply:

1. The numbers of Secondary 6 graduates pursuing further studies outside Hong Kong from the 2017/18 to 2021/22 academic years based on the findings of the Secondary 6 Students' Pathway Survey conducted by the Education Bureau (EDB), with a breakdown by place of study and type of programmes are tabulated at Annex.
2. Since EDB does not collect data on Hong Kong residents' children pursuing studies in secondary schools in the Mainland or other places, the relevant statistics are not available.

**Numbers of Secondary 6 graduates pursuing further studies
outside Hong Kong from the 2017/18 to 2021/22 academic years
by place of study and type of programmes**

2017/18 academic year

Place of further study outside Hong Kong	Programme			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
The Mainland	957	61	66	1 084
Taiwan	973	16	14	1 003
The United Kingdom	804	136	42	982
Australia	400	101	39	540
Canada	129	29	12	170
The United States of America	173	71	18	262
Others	280	44	103	427
Total	3 716	458	294	4 468

2018/19 academic year

Place of further study outside Hong Kong	Programme			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
The Mainland	1 062	87	80	1 229
Taiwan	864	22	11	897
The United Kingdom	736	128	27	891
Australia	357	100	37	494
Canada	107	20	8	135
The United States of America	142	49	16	207
Others	250	45	101	396
Total	3 518	451	280	4 249

2019/20 academic year

Place of further study outside Hong Kong	Programme			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
The Mainland	1 618	117	142	1 877
Taiwan	1 509	49	19	1 577
The United Kingdom	916	126	29	1 071
Australia	511	112	29	652
Canada	224	31	15	270
The United States of America	122	30	5	157
Others	270	56	79	405
Total	5 170	521	318	6 009

2020/21 academic year

Place of further study outside Hong Kong	Programme			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
The Mainland	1 678	187	120	1 985
Taiwan	1 218	28	6	1 252
The United Kingdom	1 036	146	51	1 233
Australia	322	81	19	422
Canada	227	57	21	305
The United States of America	107	23	9	139
Others	219	36	54	309
Total	4 807	558	280	5 645

2021/22 academic year (provisional figures)

Place of further study outside Hong Kong	Programme			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
The Mainland	1 560	176	133	1 869
Taiwan	767	18	9	794
The United Kingdom	915	173	25	1 113
Australia	305	100	16	421
Canada	188	52	11	251
The United States of America	74	26	7	107
Others	145	33	56	234
Total	3 954	578	257	4 789

Notes: 1. Figures refer to the position as at October of the year of graduation.

2. The survey covered all Secondary 6 graduates of local ordinary secondary day schools offering local curriculum in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB168

(Question Serial No. 2519)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

With the double impact of low birth rate and epidemic, the operation of pre-primary institutions has been hard hit. Please provide the respective numbers of kindergartens (KG) and KG-cum-child care centres (KG-cum-CCCs) ceased operation and newly established in the past three years, and the number of those currently in operation, broken down by District Council district.

Asked by: Hon TANG Fei (LegCo internal reference no.: 12)

Reply:

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters. The number of KGs in the 2022/23 school year, as well as the number of newly registered KGs and KGs that ceased operation in the past three school years by district are tabulated as follows –

(i) The number of KGs in Hong Kong in the 2022/23 school year (Note 1)

District	KGs	KG-cum-child care centres	Total
Central & Western	20	27	47
Wan Chai	15	17	32
Eastern	29	47	76
Southern	17	17	34
Sham Shui Po	30	28	58
Yau Tsim Mong	11	28	39
Kowloon City	53	47	100
Wong Tai Sin	20	24	44
Kwun Tong	38	40	78
Tsuen Wan	17	23	40

District	KGs	KG-cum-child care centres	Total
Tuen Mun	31	34	65
Yuen Long	45	33	78
North	27	20	47
Tai Po	17	19	36
Sha Tin	41	41	82
Sai Kung	33	38	71
Islands	22	15	37
Kwai Tsing	34	28	62
All districts	500	526	1 026

(ii) The number of newly registered KGs and KGs that ceased operation in the past three school years by district (Note 2)

District	Newly registered KGs			KGs that ceased operation		
	2020/21 school year	2021/22 school year	2022/23 school year (Note 2)	2020/21 school year (Note 3)	2021/22 school year (Note 4)	2022/23 school year (Note 2)
Central & Western	0	0	0	1	1	0
Wan Chai	1	0	0	0	0	0
Eastern	0	0	0	0	8	0
Southern	1	0	0	1	2	1
Sham Shui Po	1	1	0	0	0	0
Yau Tsim Mong	2	0	0	0	1	0
Kowloon City	1	1	0	2	1	1
Wong Tai Sin	0	0	0	2	0	1
Kwun Tong	0	0	0	0	0	1
Tsuen Wan	0	1	0	2	0	0
Tuen Mun	2	0	0	2	2	0
Yuen Long	0	0	0	0	1	0
North	0	1	0	1	1	0
Tai Po	1	0	1	1	2	0
Sha Tin	1	0	0	0	1	1
Sai Kung	2	1	0	2	0	0
Islands	0	0	0	0	0	0
Kwai Tsing	0	0	0	1	1	0
All districts	12	5	1	15	21	5

Notes:

1. Figures include KGs joining the KG Education Scheme and other KGs. Figures reflect the position as at mid-September of the respective school years.
2. Figures for the 2022/23 school year reflect the position as at February 2023.
3. Figures include 5 KGs merging with other KGs.
4. Figures include 3 KGs merging with other KGs.

- End -

CONTROLLING OFFICER'S REPLY

EDB169

(Question Serial No. 2520)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding pre-primary education, please set out the respective numbers of subsidised kindergartens (KGs) operating half-day/whole-day/long whole-day classes in the territory, the respective numbers of students studying in such KGs and the respective percentage of such numbers among the total number of KG students, as well as the median KG school fees in each of the past three years.

Asked by: Hon TANG Fei (LegCo internal reference no.: 13)

Reply:

The number of kindergartens (KGs) joining the Kindergarten Education Scheme (Scheme-KGs) operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes, their number of students, the percentage share of these students among all Scheme-KG students and the median annual school fee in the 2020/21 to 2022/23 school years are tabulated as follows –

2020/21 school year

Class	No. of Scheme-KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
HD	518	79 448	(62.3%)	3,400
WD	375	26 277	(20.6%)	8,300
LWD	246	21 885	(17.1%)	13,100

2021/22 school year

Class	No. of Scheme-KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
HD	518	74 819	(62.3%)	3,400
WD	380	24 863	(20.7%)	8,300
LWD	246	20 470	(17.0%)	13,200

2022/23 school year (provisional)

Class	No. of Scheme-KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
HD	504	68 300	(62.2%)	4,000
WD	376	22 604	(20.6%)	8,500
LWD	243	18 831	(17.2%)	13,300

Notes:

- (1) Figures on the number of KGs and students (other than those of the 2020/21 school year, which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years.
- (2) KGs operating both HD and WD/LWD classes will be concurrently counted in the respective column under HD class, WD class and LWD class.
- (3) Figures on school fee are rounded to the nearest 100.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2521)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please list the local government, aided and Direct Subsidy Scheme schools that have formed sister schools with their counterparts in the Mainland since the 2018/19 school year, as well as the corresponding expenditure and specific exchange measures; and the planning and budget for 2023/24.

Asked by: Hon TANG Fei (LegCo internal reference no.: 14)

Reply:

To expand the network of sister schools in Hong Kong, the Chief Executive announced in his Policy Address delivered in October 2022 that the Education Bureau (EDB) will, on the basis of the about 780 publicly-funded schools in Hong Kong that have already formed over 2 100 sister school pairs with their Mainland counterparts at the very time, increase the number of Hong Kong schools which will be participating in the Sister School Scheme (Scheme) by 10% to around 860 by the end of 2023. EDB is making every effort to deliver the target. According to the latest information submitted by schools (as of March 2023), a total of 848 public sector, Direct Subsidy Scheme (DSS) and special schools in Hong Kong have formed 2 349 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools); the number of publicly-funded schools in Hong Kong participating in the Scheme has already increased by about 70.

EDB provides a recurrent grant and professional support for local public sector and DSS schools (including special schools) that have formed sister schools with their counterparts in the Mainland. The grant is set at about \$160,000 per school for the 2022/23 school year, while that for the 2023/24 school year will be adjusted in accordance with the movement of the Composite Consumer Price Index. The total number of schools provided with the grant from EDB and the expenditure involved from the 2018/19 school year onwards, broken down by school year, are set out in the table below –

School year	Total no. of schools applied for and provided with the grant*	Expenditure of the grant (\$ million)
2018/19	634	93.25
2019/20	662	102.42
2020/21	665	103.72
2021/22	727	112.83

* Only the number of schools that applied for the grant is shown. Some schools have formed sister schools with their Mainland counterparts but did not apply for the grant.

To avoid possible labelling effect and unnecessary pressure on individual schools, we do not consider it appropriate to disclose the names of schools participating in the Scheme and the relevant information.

All along, schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels based on their development needs. Schools may publish information of their sister schools and exchange activities on their websites or through other channels. As schools are not required to provide us with details of all their exchange activities, the relevant information is not available. Since early 2020, physical exchanges between sister schools have been affected by the persisting COVID-19 epidemic and cross-boundary travel restrictions. Despite that, a number of sister schools organised and continued online exchanges during the epidemic so that they could keep learning from each other and continue to share their experience and insights at the school management, teacher and student levels. As the epidemic subsides and normal travel between the Mainland and Hong Kong resumes, sister schools will restart physical visits while conducting online exchanges in parallel for a dual-track development so as to further strengthen mutual communication and interaction among sister schools, as well as enhancing the effectiveness of the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB171

(Question Serial No. 2527)

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 (Ms Michelle LI)
Director of Bureau: Secretary for Education

Question:

In respect of the undergraduate, senior year top-up degree, associate degree and higher diploma programmes offered by self-financing post-secondary institutions in each of the past 3 years, please set out the numbers of intake places and actual intakes, the amounts of tuition fees charged, and the average monthly salaries of graduates; please also set out the numbers of non-local students of degree programmes and postgraduate programmes, their respective percentage shares of the overall student population in each of these self-financing institutions, and the tuition fee incomes of these institutions.

Asked by: Hon TANG Fei (LegCo internal reference no.: 6)

Reply:

The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes by institution from the 2020/21 to 2022/23 academic years are at **Annexes 1 to 3**.

According to the graduate employment surveys conducted by respective self-financing institutions, the average annual salaries of graduates in full-time employment of full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2019/20 to 2020/21 academic years are at **Annex 4**. Relevant information for the 2021/22 academic year is not yet available from relevant institutions pending completion of their graduate employment surveys.

The numbers of students of full-time locally-accredited self-financing undergraduate programmes by institution and place of origin from the 2020/21 to 2022/23 academic years are at **Annex 5**.

The total tuition fees and numbers of students by place of origin of locally-accredited self-financing research postgraduate and taught postgraduate programmes by institution from the 2020/21 to 2022/23 academic years are at **Annexes 6 and 7** respectively.

**Estimated Intake Places of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year first-degree (FYFD) and Top-up degree (TUD)
Programmes by Institution from the 2020/21 to 2022/23 Academic Years**

Institution	2020/21 academic year				2021/22 academic year				2022/23 academic Year			
	Estimated intake places				Estimated intake places				Estimated intake places			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Caritas Bianchi College of Careers	156	-	-	156	258	-	-	258	360	-	-	360
Caritas Institute of Community Education	80	-	-	80	80	-	-	80	@	-	-	@
Caritas Institute of Higher Education	133	506	86	725	168	500	88	756	220	605	94	919
Hong Kong Chu Hai College ^[1]	-	602	198	800	-	480	200	680	-	580	220	800
City University of Hong Kong – School of Continuing and Professional Education	-	250	350	600	-	150	270	420	-	110	130	240
Gratia Christian College	160	90	65	315	140	90	85	315	190	100	95	385
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 560	-	-	1 560	1 710	-	-	1 710	1 880	-	-	1 880
Hong Kong Adventist College ^[2]	-	-	-	-	@	-	-	@	45	-	-	45
Hong Kong Art School	50	65		115	50	65		115	50	65		115
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 765	380 ^[3]	932	3 077	1 810	260 ^[3]	750	2 820	1 805	210 ^[4]	640	2 655
Hong Kong College of Technology and HKCT Institute of Higher Education	248	35	10	293	277	40	38	355	278	40	50	368
Hong Kong Institute of Technology	150	30	100	280	150	50	100	300	100	80	165	345
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[4]	1 235	2 378	1 262	4 875	1 250	2 319	1 919	5 488	1 245	2 335	1 272	4 852
Hong Kong Nan Yan College of Higher Education	45	90	20	155	45	90	20	155	36	105	30	171
Hong Kong Shue Yan University	-	870	375	1 245	-	700	582	1 282	-	640	800	1 440
Lingnan University and Lingnan Institute of Further Education	498	75	25	598	444	95	40	579	288	110	155	553
The Chinese University of Hong Kong – School of Continuing and Professional Studies	732	-	30	762	763	-	-	763	742	-	-	742
The Education University of Hong Kong	-	30	173	203	-	-	104	104	-	-	85	85
The Hang Seng University of Hong Kong	-	1 000	940	1 940	-	800	1 150	1 950	-	1 445	1 345	2 790
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 540	-	1 400	5 940	5 080	-	1 300	6 380	4 500	-	1 000	5 500
The Hong Kong University of Science and Technology	-	50	-	50	-	50	-	50	-	44	-	44
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 000	36	116	3 152	3 100	28	119	3 247	3 260	40	143	3 443
Tung Wah College	340	745	295	1 380	340	745	295	1 380	230	730	230	1 190
UOW College Hong Kong	1 600	150	150	1 900	1 600	150	150	1 900	645	70	170	885
Vocational Training Council ^[5]	510	794	2 771	4 075	120	234	2 551	2 905	90	152	2 248	2 490
Yew Chung College of Early Childhood Education	120	35	35	190	120	35	60	215	120	35	60	215
YMCA College of Careers	55	-	-	55	40	-	-	40	25	-	-	25

Notes:

Figures are based on estimates made by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.

[1] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.

[2] Hong Kong Adventist College started offering SD programmes in the 2021/22 academic year.

[3] Figures include places of part-time programmes of the institution concerned.

[4] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.

[5] Relevant figures of the Vocational Training Council include that of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.

“-” Denotes that the relevant programmes were not offered by the institution in that academic year.

“@” Denotes that the relevant information is not available from the institution.

**Actual Intakes of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year first-degree (FYFD) and Top-up degree (TUD)
Programmes by Institution from the 2020/21 to 2022/23 Academic Years**

Institution	2020/21 academic year				2021/22 academic year				2022/23 academic year			
	Actual intakes				Actual intakes				Actual intakes ^[1]			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Caritas Bianchi College of Careers	346	-	-	346	326	-	-	326	347	-	-	347
Caritas Institute of Community Education	0	-	-	0	9	-	-	9	12	-	-	12
Caritas Institute of Higher Education	162	530	127	819	211	558	102	871	207	662	108	977
Hong Kong Chu Hai College ^[2]	-	39	43	82	-	31	35	66	-	37	19	56
City University of Hong Kong – School of Continuing and Professional Education	-	81	207	288	-	82	101	183	-	58	60	118
Gratia Christian College	22	17	36	75	23	27	38	88	74	32	48	154
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 136	-	-	1 136	1 259	-	-	1 259	1 358	-	-	1 358
Hong Kong Adventist College ^[3]	-	-	-	-	7	-	-	7	12	-	-	12
Hong Kong Art School	38	17	22	77	45	29	21	95	38	@	@	@
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 813	191	732	2 736	1 819	158	609	2 586	1 898	159	418	2 475
Hong Kong College of Technology and HKCT Institute of Higher Education	226	33	5	264	187	22	40	249	230	29	43	302
Hong Kong Institute of Technology	147	69	133	349	127	99	169	395	126	78	189	393
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[4]	1 100	1 362	1 881	4 343	1 058	1 477	1 813	4 348	1 098	1 728	1 220	4 046
Hong Kong Nang Yan College of Higher Education	7	48	2	57	0	41	1	42	6	30	1	37
Hong Kong Shue Yan University	-	648	442	1 090	-	544	607	1 151	-	698	410	1 108
Lingnan University and Lingnan Institute of Further Education	401	42	20	463	310	68	31	409	215	110	137	462
The Chinese University of Hong Kong – School of Continuing and Professional Studies	751	-	0	751	712	-	-	712	769	-	-	769
The Education University of Hong Kong	-	12	147	159	-	-	73	73	-	-	63	63
The Hang Seng University of Hong Kong	-	915	1 072	1 987	-	804	999	1 803	-	797	932	1 729
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 763	-	932	5 695	5 004	-	876	5 880	4 948	-	719	5 667
The Hong Kong University of Science and Technology	-	42	-	42	-	45	-	45	-	44	-	44
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 271	24	92	3 387	3 484	40	138	3 662	3 871	27	101	3 999
Tung Wah College	203	538	170	911	181	592	140	913	215	570	200	985
UOW College Hong Kong	1 219	19	148	1 386	484	20	130	634	429	13	112	554
Vocational Training Council ^[5]	376	163	2 577	3 116	110	160	2 101	2 371	99	99	1 666	1 864
Yew Chung College of Early Childhood Education	97	26	55	178	110	12	30	152	75	13	20	108
YMCA College of Careers	4	-	-	4	6	-	-	6	9	-	-	9

- Notes:
- [1] Provisional figures as at early October 2022. The final actual intakes may vary.
- [2] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
- [3] Hong Kong Adventist College started offering SD programmes in the 2021/22 academic year.
- [4] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
- [5] Relevant figures of the Vocational Training Council include that of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.
- “@” Denotes that the relevant information is not available from the institution.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing
Sub-degree (SD), First-year first-degree (FYFD) and Top-up degree (TUD)
Programmes by Institution from the 2020/21 to 2022/23 Academic Years
(Tuition Fee Not Yet Deducted by Any Applicable Subsidy)**

Institution	2020/21 academic year			2021/22 academic year			2022/23 academic year		
	Average annual tuition fees (\$)			Average annual tuition fees (\$)			Average annual tuition fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
Caritas Bianchi College of Careers	57,930 - 70,890	-	-	59,950 - 72,940	-	-	59,000 - 73,155	-	-
Caritas Institute of Community Education	57,365	-	-	61,090	-	-	62,670	-	-
Caritas Institute of Higher Education	60,270 - 69,300	77,210 - 150,000	77,517 - 80,430	62,375 - 97,250	79,460 - 154,350	79,760 - 82,755	56,000 - 97,540	79,695 - 154,810	79,993 - 83,000
Hong Kong Chu Hai College ^[1]	-	71,500	72,333 - 74,000	-	71,500	72,333 - 74,000	-	71,718	72,553 - 74,225
City University of Hong Kong – School of Continuing and Professional Education ^[2]	-	82,800	91,200 - 119,700	-	82,800	124,200	-	85,200	124,200
Gratia Christian College	51,950 - 65,530	68,528	70,670	53,400 - 67,350	70,000	72,700	53,500 - 75,000	70,200	72,900
HKU SPACE Po Leung Kuk Stanley Ho Community College	57,000 - 58,360	-	-	57,000 - 60,000	-	-	58,780 - 60,180	-	-
Hong Kong Adventist College ^[3]	-	-	-	60,000	-	-	60,000 - 90,000	-	-
Hong Kong Art School ^[2]	56,460	96,880	96,880	58,095	99,690	99,690	59,550	99,980	99,980
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film ^[2]	50,400 - 66,060	58,720 - 94,200	82,500 - 111,420	50,904 - 66,060	58,720 - 96,000	82,500 - 111,420	51,660 - 66,060	58,720 - 96,000	85,140 - 111,420
Hong Kong College of Technology and HKCT Institute of Higher Education	55,808 - 71,643	84,738 - 88,136	89,581	57,426 - 74,151	87,195 - 89,889	89,755 - 91,266	57,598 - 77,880	87,457 - 90,159	90,025 - 91,540
Hong Kong Institute of Technology ^[2]	42,000 - 65,000	48,000 - 69,000	48,000 - 74,000	56,000	48,000 - 70,333	48,000 - 76,000	56,000	48,000 - 70,333	48,000 - 76,000
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[4]	60,800 - 97,830	75,920 - 160,000	75,800 - 108,507	62,560 - 100,620	78,120 - 164,600	77,960 - 117,600	62,740 - 100,890	78,320 - 165,050	78,160 - 105,625
Hong Kong Nang Yan College of Higher Education	73,000	69,000 - 79,800	69,000	75,000	71,000 - 82,000	71,000	77,000	71,200 - 82,250	71,200
Hong Kong Shue Yan University	-	72,190	72,190	-	74,280	74,280	-	74,502 - 89,000	74,502
Lingnan University and Lingnan Institute of Further Education	55,200 - 69,500	100,000 - 140,000	90,000 - 100,000	59,800 - 72,950	100,000 - 140,000	90,000 - 140,000	61,000 - 64,000	100,000 - 140,000	90,000 - 140,000
The Chinese University of Hong Kong – School of Continuing and Professional Studies ^[2]	59,700 - 83,145	-	89,320	61,800 - 86,940	-	-	63,000 - 90,390	-	-
The Education University of Hong Kong	-	98,000	98,000 - 107,800	-	-	98,000	-	-	98,000
The Hang Seng University of Hong Kong	-	89,275 - 110,795	91,110 - 94,780	-	91,855 - 114,005	93,743 - 115,893	-	91,855 - 114,650	94,330 - 120,330
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	59,700 - 71,025	-	76,500 - 101,565	61,350 - 73,013	-	78,750 - 104,580	63,900 - 76,005	-	80,700 - 107,235
The Hong Kong University of Science and Technology	-	257,500	-	-	259,500	-	-	264,250	-
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College ^[2]	57,000 - 79,000	59,200	58,400 - 112,500	57,000 - 79,000	61,600	65,980 - 112,500	59,000 - 82,000	64,000	60,600 - 112,500
Tung Wah College	59,050 - 94,400	67,575 - 147,700	73,300 - 137,941	60,750 - 98,200	69,525 - 153,600	75,400 - 141,900	60,930 - 97,510	69,730 - 157,120	75,620 - 142,320
UOW College Hong Kong ^[2]	50,400 - 84,950	71,500	74,000 - 96,000	50,400 - 84,950	71,500	74,000 - 96,000	56,700 - 87,050	71,500	74,000 - 96,000
Vocational Training Council ^{[2][5]}	57,600 - 59,000	83,490 - 108,405	66,880 - 108,405	57,600 - 59,000	85,800 - 111,540	66,880 - 111,540	57,600 - 59,000	85,965 - 111,870	67,032 - 111,870
Yew Chung College of Early Childhood Education	76,810	90,515	90,520	79,030	93,135	93,140	80,610	93,410	93,410

Institution	2020/21 academic year			2021/22 academic year			2022/23 academic year		
	Average annual tuition fees (\$)			Average annual tuition fees (\$)			Average annual tuition fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
YMCA College of Careers	54,780 - 58,900	-	-	54,780 - 58,900	-	-	54,780 - 58,900	-	-

Notes:

- [1] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
 - [2] In addition to local programmes, the institution also offers locally-accredited non-local FYFD and/or TUD programmes.
 - [3] Hong Kong Adventist College started offering SD programmes in the 2021/22 academic year.
 - [4] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
 - [5] Relevant figures of the Vocational Training Council include that of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.

**Average Annual Salaries of Graduates in Full-time Employment of Full-time
Locally-accredited Self-financing Sub-degree (SD) and Undergraduate (Ug)
Programmes from the 2019/20 to 2020/21 Academic Years**

Institution	2019/20 academic year		2020/21 academic year	
	Average annual salary (\$)		Average annual salary (\$)	
	SD	Ug	SD	Ug
Caritas Bianchi College of Careers	223,400	-	245,300	-
Caritas Institute of Community Education	219,800	-	#	-
Caritas Institute of Higher Education	257,000	343,100	248,100	346,600
Centennial College	-	169,300	-	209,100
Chu Hai College of Higher Education	-	225,600	-	192,700
City University of Hong Kong – School of Continuing and Professional Education,	-	168,000 - 204,000	-	168,000 - 204,000
Gratia Christian College	142,400	315,800	180,000	320,200
HKU SPACE Po Leung Kuk Stanley Ho Community College	165,600	-	170,500	-
Hong Kong Art School	#	216,000	@	@
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	175,600	190,500	177,000	206,800
Hong Kong College of Technology and HKCT Institute of Higher Education	207,600	@	204,500	@
Hong Kong Institute of Technology	196,800	252,600	200,200	340,800
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education ^[1]	252,200	218,100	250,500	228,600
Hong Kong Nang Yan College of Higher Education	-	208,800	-	@
Hong Kong Shue Yan University	-	183,200	-	192,500
Lingnan University and Lingnan Institute of Further Education	186,400	-	205,300	-
SCAD Foundation (Hong Kong) Limited ^[2]	-	@	-	-
The Chinese University of Hong Kong – School of Continuing and Professional Studies	182,100	@	194,600	@
The Education University of Hong Kong	-	190,100	-	228,000
The Hang Seng University of Hong Kong	-	189,000	-	204,800
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	167,100	194,900	183,400	197,700
The Hong Kong University of Science and Technology	-	@	-	@
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	158,800	181,300	164,300	217,800
Tung Wah College	227,600	377,700	200,000	362,800
UOW College Hong Kong	212,300	219,500	182,000	195,100
Vocational Training Council ^[3]	180,800	191,000	192,400	206,000
Yew Chung College of Early Childhood Education	218,700	276,000	@	@
YMCA College of Careers	210,000	-	180,000	-

Notes:

Average annual salary only covers graduates in full-time employment who took part and provided salary information in the graduate employment surveys conducted by respective institutions. Figures include commission and other cash allowances (e.g. double pay, year-end payment / bonus, etc.).

[1] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.

[2] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.

[3] Relevant figures of the Vocational Training Council include that of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.

“-” Denotes that the relevant programmes were not offered by the institution in that academic year.

“@” Denotes that the relevant information is not available from the institution.

“#” Denotes that no graduates surveyed by the institution were in full-time employment.

**Numbers of Students of Full-time Locally-accredited Self-financing
Undergraduate Programmes by Institution and Place of Origin
from the 2020/21 to 2022/23 Academic Years**

Academic Year	Institution	Number of Students				
		Place of Origin			Total	
		Local	Mainland China	Other Non-local		
2020/21	Caritas Institute of Higher Education	1 875	26	1	1 902	
	Centennial College	28	0	2	30	
	Chu Hai College of Higher Education	307	162	3	472	
	City University of Hong Kong – School of Continuing and Professional Education	759	1	7	767	
	Gratia Christian College	145	0	0	145	
	HKCT Institute of Higher Education	64	0	0	64	
	Hong Kong Art School	106	0	0	106	
	Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	2 006	200	0	2 206	
	Hong Kong Institute of Technology	276	0	1	277	
	Hong Kong Nang Yan College of Higher Education	119	0	0	119	
	Hong Kong Shue Yan University	3 411	431	0	3 842	
	Lingnan University	9	82	0	91	
	The Education University of Hong Kong	565	56	2	623	
	The Hang Seng University of Hong Kong	5 846	259	3	6 108	
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 810	215	1	2 026	
	The Hong Kong University of Science and Technology	9	15	122	146	
	The Open University of Hong Kong	7 985	1 462	9	9 456	
	The University of Hong Kong – School of Professional and Continuing Education	330	0	13	343	
	Tung Wah College	2 495	12	1	2 508	
	UOW College Hong Kong	275	0	2	277	
	Vocational Training Council	4 722	36	11	4 769	
	Yew Chung College of Early Childhood Education	123	0	3	126	
	2021/22	Caritas Institute of Higher Education	2 130	12	4	2 146
		Centennial College	12	0	0	12
Chu Hai College of Higher Education		216	137	3	356	
City University of Hong Kong – School of Continuing and Professional Education		502	1	7	510	
Gratia Christian College		147	0	0	147	
HKCT Institute of Higher Education		121	0	0	121	
Hong Kong Art School		109	0	3	112	
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film		1 808	232	0	2 040	
Hong Kong Institute of Technology		381	0	0	381	
Hong Kong Metropolitan University		8 157	1 605	8	9 770	
Hong Kong Nang Yan College of Higher Education		144	0	0	144	
Hong Kong Shue Yan University		3 374	391	0	3 765	
Lingnan University		17	166	0	183	
The Education University of Hong Kong		320	59	2	381	
The Hang Seng University of Hong Kong		5 698	329	2	6 029	
The Hong Kong Polytechnic University – School of Professional Education and Executive Development		1 618	209	3	1 830	
The Hong Kong University of Science and Technology		10	13	136	159	
The University of Hong Kong – School of Professional and Continuing Education		337	1	10	348	
Tung Wah College		2 698	19	1	2 718	
UOW College Hong Kong		281	0	1	282	
Vocational Training Council		3 863	35	9	3 907	
Yew Chung College of Early Childhood Education		142	0	1	143	

Academic Year	Institution	Number of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2022/23 (Provisional figures)	Caritas Institute of Higher Education	2 479	3	5	2 487
	Centennial College	-	-	-	-
	Hong Kong Chu Hai College	173	75	2	250
	City University of Hong Kong – School of Continuing and Professional Education	300	1	7	308
	Gratia Christian College	178	0	0	178
	HKCT Institute of Higher Education	184	1	0	185
	Hong Kong Art School	101	0	3	104
	Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 623	219	2	1 844
	Hong Kong Institute of Technology	381	0	0	381
	Hong Kong Metropolitan University	8 091	1 448	8	9 547
	Hong Kong Nang Yan College of Higher Education	137	0	0	137
	Hong Kong Shue Yan University	3 177	430	2	3 609
	Lingnan University	79	347	1	427
	The Education University of Hong Kong	161	39	2	202
	The Hang Seng University of Hong Kong	5 390	399	3	5 792
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 466	180	1	1 647
	The Hong Kong University of Science and Technology	11	10	125	146
	The University of Hong Kong – School of Professional and Continuing Education	300	1	6	307
	Tung Wah College	2 886	17	1	2 904
	UOW College Hong Kong	275	0	1	276
Vocational Training Council	2 990	52	9	3 051	
Yew Chung College of Early Childhood Education	111	0	0	111	

Notes:

1. Figures include students of first-year-first-degree and top-up degree programmes.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. Centennial College has ceased to admit new students from the 2019/20 academic year.
4. Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
5. The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
6. Relevant figures of the Vocational Training Council include that of its member institutions, namely School for Higher and Professional Education and Technological and Higher Education Institute of Hong Kong.

Total Tuition Fees of and Numbers of Students by Place of Origin of Locally-accredited Self-financing Research Postgraduate (RPg) Programmes by Institution from the 2020/21 to 2022/23 Academic Years

Academic Year	Institution	Total Tuition Fees (\$)	Number of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2020/21	City University of Hong Kong	@	132	1 160	140	1 431
	Hong Kong Baptist University	@	46	170	18	234
	Lingnan University	@	6	3	6	15
	The Chinese University of Hong Kong	@	282	507	25	814
	The Education University of Hong Kong	@	10	11	4	25
	The Hong Kong Polytechnic University	@	164	668	140	972
	The Hong Kong University of Science and Technology	@	196	894	132	1 221
	The University of Hong Kong	@	327	332	51	710
	The Open University of Hong Kong	@	17	2	0	19
	Hong Kong Shue Yan University	138,000 - 207,000	16	3	0	19
2021/22	City University of Hong Kong	@	134	1 548	131	1 813
	Hong Kong Baptist University	@	47	195	17	259
	Lingnan University	@	6	8	9	23
	The Chinese University of Hong Kong	@	276	557	44	877
	The Education University of Hong Kong	@	6	7	5	18
	The Hong Kong Polytechnic University	@	197	850	130	1 177
	The Hong Kong University of Science and Technology	@	246	1 045	151	1 442
	The University of Hong Kong	@	304	469	58	831
	The Open University of Hong Kong	@	27	4	1	32
	Hong Kong Shue Yan University	138,000 - 207,000	18	2	0	20
2022/23 (Provisional figures)	City University of Hong Kong	@	139	1 754	113	2 006
	Hong Kong Baptist University	@	56	228	19	303
	Lingnan University	@	12	16	8	36
	The Chinese University of Hong Kong	@	272	650	41	963
	The Education University of Hong Kong	@	3	7	11	21
	The Hong Kong Polytechnic University	@	242	1 064	127	1 433
	The Hong Kong University of Science and Technology	@	229	1 072	133	1 434
	The University of Hong Kong	@	323	551	57	931
	Hong Kong Metropolitan University	@	*	*	*	*
	Hong Kong Shue Yan University	138,000 - 207,000	*	*	*	*

Notes:

1. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. The tuition fees above are based on the normal study period.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. "@" denotes that the relevant information is not available from the institution.
4. "*" denotes that the institution has yet to provide the relevant figures for that academic year.
5. The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
6. Figures for students of self-financing RPg programmes include fully self-financing RPg students; and if RPg students are financed by the University Grant Committee (UGC)-funded universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.

**Total Tuition Fees and Number of Students by Place of Origin of Locally-accredited
Self-financing Taught Postgraduate (TPg) Programmes by Institution
from the 2020/21 to 2022/23 Academic Years**

Academic Year	Institution	Total Tuition Fees (\$)	Number of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2020/21	Chu Hai College of Higher Education	100,000-220,000	61	125	1	187
	City University of Hong Kong	54,000-1,000,000	1 874	2 976	46	4 896
	Hong Kong Baptist University and its School of Continuing Education	65,000-678,000	1 492	1 835	72	3 399
	Hong Kong Shue Yan University	76,800-180,000	89	10	2	101
	Lingnan University	52,000-420,000	132	676	28	836
	The Chinese University of Hong Kong	69,500-764,000	5 690	2 696	111	8 497
	The Education University of Hong Kong	120,000-401,436	753	792	13	1 558
	The Hang Seng University of Hong Kong	103,140-300,000	66	54	1	121
	The Hong Kong Academy for Performing Arts	202,000-244,200	84	45	5	134
	The Hong Kong Polytechnic University	100,800-877,200	5 265	2 782	113	8 160
	The Hong Kong University of Science and Technology	60,000-1,439,900	1 050	1 934	179	3 163
	The Open University of Hong Kong	31,500-231,600	351	631	13	995
	The University of Hong Kong and its School of Professional and Continuing Education	15,500-1,628,400	7 512	2 798	315	10 625
2021/22	Caritas Institute of Higher Education	144,800	20	0	0	20
	Chu Hai College of Higher Education	100,000-220,000	71	216	8	295
	City University of Hong Kong	62,400-1,000,000	1 676	3 197	51	4 924
	Hong Kong Baptist University and its School of Continuing Education	60,000-678,000	1 498	2 147	68	3 713
	Hong Kong Metropolitan University	18,420-237,300	88	8	3	99
	Hong Kong Shue Yan University	76,800-180,000	170	1 279	28	1 477
	Lingnan University	52,000-213,000	5 826	3 313	92	9 231
	The Chinese University of Hong Kong	78,400-780,800	753	1 116	17	1 886
	The Education University of Hong Kong	120,000-450,000	77	132	8	217
	The Hang Seng University of Hong Kong	103,140-300,000	94	48	6	148
	The Hong Kong Academy for Performing Arts	202,000-244,200	4 945	3 530	123	8 598
	The Hong Kong Polytechnic University	108,000-907,800	1 131	2 585	221	3 937
	The Hong Kong University of Science and Technology	60,000-1,800,000	301	933	22	1 256
The University of Hong Kong and its School of Professional and Continuing Education	15,500-1,639,500	7 462	4 267	290	12 019	
2022/23 (Provisional figures)	Caritas Institute of Higher Education	154,090	@	@	@	@
	Hong Kong Chu Hai College	100,000-220,000	@	@	@	@
	City University of Hong Kong	64,800-1,000,000	@	@	@	@
	Hong Kong Baptist University and its School of Continuing Education	60,000-678,000	@	@	@	@
	Hong Kong Metropolitan University	74,000-237,300	@	@	@	@
	Hong Kong Shue Yan University	72,000-210,000	@	@	@	@
	Lingnan University	95,000-968,000	@	@	@	@
	The Chinese University of Hong Kong	79,200-1,650,000	@	@	@	@
	The Education University of Hong Kong	120,000-450,000	@	@	@	@
	The Hang Seng University of Hong Kong	91,680-300,000	@	@	@	@
	The Hong Kong Academy for Performing Arts	202,000-244,200	@	@	@	@
	The Hong Kong Polytechnic University	120,000-907,800	@	@	@	@
	The Hong Kong University of Science and Technology	60,000-1,800,000	@	@	@	@
The University of Hong Kong and its School of Professional and Continuing Education	17,500-1,639,500	@	@	@	@	

Notes:

1. Self-financing TPg programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of one year, Postgraduate Diploma, Master's and Doctoral degree programmes.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
4. The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
5. "@" denotes that the institution has yet to provide the relevant figures for that academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB172

(Question Serial No. 2528)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the transfer of primary and secondary students from one school to another or their dropping out of schools,

1. please give a breakdown of the numbers of primary and secondary students having transferred to another school by District Council district in the past 3 years, and set out the reasons for students' transfer by category; and
2. please give a breakdown of the numbers of primary and secondary students dropping out of schools by District Council district in the past 3 years, and set out the reasons for students' dropping out by category. How will the Education Bureau evaluate and handle student dropout?

Asked by: Hon TANG Fei (LegCo internal reference no.: 15)

Reply:

1. The Education Bureau (EDB) does not require schools to provide specific reasons for the transfer of individual students from one school to another, and does not compile statistics on the transfer of primary and secondary students currently. In general, students may change schools for different reasons (such as moving home, family factors and adjustment problem).
2. Currently, EDB does not compile statistics on the numbers of drop-outs in primary and secondary schools. In general, students may leave the local education system for different reasons (such as moving back to the Mainland, employment and pursuing studies overseas).

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 2529)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What policy initiatives have the Education Bureau put in place to further promote an interest in Chinese culture and traditional arts among children and youngsters in Hong Kong in the recent 3 years? What are the specific arrangements? What is the amount of financial resources and manpower involved? Will the Administration provide additional resources in this regard in 2023-24? If yes, what are the specific details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 16)

Reply:

Over the years, Education Bureau (EDB) has adopted a “multi-pronged and co-ordinated” approach to develop students’ interests in Chinese culture and traditional arts through updating curriculum guides, developing learning and teaching resources, organising diversified student activities, providing subsidies, organising Mainland exchange programmes, as well as providing training courses for teachers on an ongoing basis.

Curriculum development

EDB launched the Values Education Curriculum Framework (Pilot Version) (the Framework) at end-November 2021, suggesting that Chinese culture should be the backbone of values education in schools. The Framework also provides schools with guidelines and examples as reference for holistic planning.

At present, the curricula of all key stages at the primary and secondary levels already cover learning elements such as Chinese culture and national history. For example, one of the curriculum aims of Chinese Language Education is “to identify with Chinese culture and develop students’ affections for our country and nationality”. In General Studies for primary schools, “National Identity and Chinese Culture” is set as a learning strand which covers Chinese culture and Chinese history. Chinese History at the junior and senior secondary levels comprehensively covers the historical development of the country over the centuries with rich

Chinese cultural elements in topics of cultural history. While students learn about Chinese folk dance and its traditional customs during dancing activities in Physical Education, they learn about music pieces featuring Chinese culture, such as Chinese opera and folk songs in Music. In Visual Arts, the curriculum covers appreciation and making of Chinese art, such as calligraphy, ink painting and crafts. All these facilitate students' learning of Chinese culture and traditional arts.

Learning and teaching resources

Different learning and teaching resources are provided to schools, such as the booklet of recommended Chinese classical passages (「中國語文課程文言經典建議篇章」), teaching package on Chinese History entitled “The Stories Within: Teaching Chinese History Through Objects” (「細說文物—中國歷史教學資源冊」), music video entitled “My Motherland and I” (「我和我的祖國」), Teaching Package on Cantonese Opera (「粵劇合士上」網上資源), thematic website on Chinese visual arts, presentation slides on Wushu, and Dance and Chinese Culture, as well as learning and teaching resources for values education series in kindergartens (KGs) on “Understanding Chinese Culture” (「認識中華文化」) and “National Education – Social Morality” (「國民教育—公德心」). Good practices of schools are also collected for compilation of examples or production of short videos such as the one on promoting literature and cultural learning in schools (「推動文學文化學習—學校篇」).

Life-wide learning activities

EDB continuously organises competitions or activities to provide more opportunities for students to appreciate Chinese culture within and beyond the classroom, so as to help them cultivate an interest in it. Examples include organising the “Chinese Classic Sayings” campaign and “Quiz Competition on Chinese History and Culture”; and setting up the “Chinese Painting and Calligraphy Grand Prize” in the Exhibition of Student Visual Arts Work and the “School of the Year Award for Promoting Chinese History and Culture”, all themed with Chinese history and culture, museum learning, etc. EDB also organises activities such as reading competitions, quizzes and short video competitions on Chinese history and culture in a bid to deepen students' understanding and appreciation of Chinese history and culture.

Provision of subsidies

EDB has been disbursing the recurrent Life-wide Learning Grant and Promotion of Reading Grant to subsidise schools to organise diversified experiential or reading activities on topics including Chinese culture. Schools organise activities both inside and outside the classroom, such as the Chinese Culture Week and interest classes on chess, paper-cutting, Chinese painting and calligraphy, with a view to enhancing students' interest in and understanding of Chinese traditional arts and culture.

Mainland exchange programmes

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history and culture from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of Citizenship and Social Development (CS) also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain

first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. Mainland exchange programmes for students will also be resumed in the 2023/24 school year. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

Training for teachers

As for teachers, EDB provides various types of training courses to enhance their teaching effectiveness. An educational series on appreciation of Chinese classics (「經典詩文的賞析與品味」系列課程), workshops on calligraphy and Chinese culture (「書為心畫：書法與中華文化」工作坊), seminars on dance and Chinese culture (「舞蹈與中華文化」研討會), workshops on lantern making (花燈紮作工作坊) and traditional “gold plating” construction technique (「貼金」傳統建築技藝體驗工作坊), a workshop series on heritage (「讓文物走進來」系列工作坊), among others, are organised with a view to further supporting teachers to promote Chinese culture and traditional arts in schools.

KG education

Developing an understanding of Chinese culture and cultivating a national identity in children has always been one of the learning objectives in the KG education curriculum. The *Kindergarten Education Curriculum Guide* revised in 2017 continues to list “having a basic understanding of Chinese culture and their national identity” as one of the learning expectations for young children. Through a wide range of materials and learning activities, children can learn about Chinese culture in terms of Chinese traditional festive customs, food, arts, architecture, morals and ethics. Regarding the support for KGs, EDB has provided KGs joining the KG Education Scheme with a one-off Grant for Promotion of Chinese Art and Culture (the Grant) in March 2023. KGs may use the Grant to organise various school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity. The expenditure involved is about \$58 million. As the relevant manpower expenditure is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

Except for the CS Mainland study tours, the Mainland exchange programmes for students and the Grant for KGs, other support measures to promote an interest in Chinese culture and traditional arts among children and youngsters are an integral part of EDB’s day-to-day work. As the relevant expenditure is subsumed under EDB’s recurrent expenditure, there is no separate breakdown for individual items. EDB will continue to enhance the relevant support measures so as to further promote an interest in Chinese culture and traditional arts among children and youngsters.

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CONTROLLING OFFICER'S REPLY

EDB174

(Question Serial No. 2530)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. Please set out the expenditures and projects involved in promoting “One Country, Two Systems”, the Basic Law, the Constitution and national security education, among others, in kindergartens, primary and secondary schools, and universities; as well as the average amount of related education expenditure per student in the past 3 years.
2. Will the Administration increase the provision of resources for or expand the scope of projects on the fronts of national education and national security education? If yes, what are the specific details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 17)

Reply:

1. and 2.

The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, etc., to support schools in promoting national education within and beyond classroom through whole-school participation, enhancing students’ sense of national identity and national pride, as well as helping students understand their responsibility, as a Chinese, to protect our country together.

Curriculum development

EDB has all along been committed to strengthening national education, including promoting “One Country, Two Systems”, Constitution and Basic Law education, as well as national security education (NSE). Relevant learning elements have long been embedded in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, Citizenship and Social Development (CS), and those

related to technology and science. In kindergarten education, understanding of the Chinese culture and cultivating national identity in children has been one of the learning objectives of the learning area of “Self and Society” in the kindergarten education curriculum. In the past 3 years, EDB has been continuously strengthening national education through enhancement of the primary and secondary curricula, including making Chinese History an independent compulsory subject at the junior secondary level and implementing the new junior secondary Chinese History curriculum starting with Secondary One from the 2020/21 school year to enable students to learn about our country’s history and development in a holistic and systematic manner; replacing Liberal Studies by CS starting with Secondary Four in the 2021/22 school year; launching the Curriculum Framework of National Security Education in Hong Kong and 15 respective subject curriculum frameworks on NSE in 2021 for schools’ reference to facilitate the holistic planning of and whole-school participation in promoting NSE; and releasing the Primary Education Curriculum Guide (Pilot Version) in September 2022, which encompasses the learning elements of national education and NSE.

Learning and teaching resources

As an ongoing effort, EDB has been providing schools with a variety of learning and teaching resources such as the short video entitled “National Flag Raising Ceremony and National Education in Kindergartens”, the audio picture book entitled “Let’s Learn about National Security”, teaching resources on the Constitution of the People’s Republic of China, online self-learning programmes on the Basic Law, National Security Education Online Learning Platform, National Security Education Exhibition Boards and online games, with a view to helping schools promote national education within and beyond classroom through whole-school participation and foster a sense of national identity and an awareness of safeguarding national security among students. Moreover, an online resources platform “National Education One-stop Portal” has been set up, which incorporates different themes such as the Constitution, the Basic Law and NSE, national symbols and signs, Chinese history and Chinese culture. EDB will encourage schools to review the primary and junior secondary school curricula, develop diversified learning and teaching resources, and enrich the learning elements of the history and geography of our country as well as NSE, etc. on an ongoing basis.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. Moreover, EDB will also arrange Mainland study tours of 3 to 4 days with activities such as thematic seminars, school visits, as well as visits to enterprises, cultural sites and historical relics so that teachers can, through direct personal observation and experience, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country’s development so as to broaden their horizons.

In addition, EDB has continuously organised holistic and systematic teacher training programmes related to national education and NSE in different modes, including knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on “Understanding Our Country” and “NSE”, as well

as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic Law, encompassing the historical background of “One Country, Two Systems”, the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. To support schools in promoting NSE, EDB has also organised Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

Life-wide learning activities

EDB has all along been organising diversified activities for students, such as the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day and National Constitution Day Online Quiz Competitions, as well as the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture. In addition, under the Constitution and Basic Law Student Ambassadors Training Scheme, thematic seminars, visits and workshops on national flag raising ceremony, etc. are arranged for student ambassadors. The response to these activities has been overwhelming. Furthermore, EDB and the Security Bureau have jointly organised the Let’s Join Hands in Safeguarding National Security Programme, activities of which include the Slogan-cum-Poster Design Competition on National Security, and the National Security Online Quiz Competition, etc. The Programme aims to create an atmosphere of safeguarding national security and enhance students’ and teachers’ understanding of the Constitution, the Basic Law and national security, thereby pooling our strengths to safeguard national security. To facilitate schools in organising school-based national education activities on important days, EDB has also compiled the National Education – Event Planning Calendar.

Being the school sponsoring body of government schools, EDB has taken the lead in adopting a whole-school and joint-school collaborative approach in the 2022/23 school year to launch a series of inter-school national education activities under the theme of “Love Our Home, Treasure Our Country” in accordance with the National Education – Event Planning Calendar issued by EDB to commemorate key national events and promote national education.

Mainland exchange activities

EDB organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country’s developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. CS also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. Mainland exchange programmes for primary and secondary students will also be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. EDB will step up publicity through different channels, including briefing cum experience sharing sessions,

promotion leaflets and EDB website to encourage schools to actively arrange students to participate in the programmes and study tours. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

In addition, schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

Home-school cooperation

EDB has been encouraging schools to maintain close contact with parents and foster home-school cooperation as well as encouraging parents to learn more about the National Security Law, proactively partner with schools and strengthen their collaboration with teachers, with a view to enhancing students’ awareness of safeguarding national security and abiding by the law. In this connection, EDB requests all publicly-funded schools to organise one or more activities relating to national education for parents every year from the 2022/23 school year onwards.

Resources support

To further support schools to promote national education and NSE, QEF implemented an enhancement measure in November 2021 for application by publicly-funded primary and secondary schools (including special schools) for funding of not exceeding \$300,000 to conduct project activities lasting for about 24 months for further strengthening measures related to the promotion of national education and NSE. Each kindergarten (KG) joining the Kindergarten Education Scheme (Scheme-KG) may apply for funding of not exceeding \$150,000 to step up measures to promote national education and NSE. In addition, EDB provided Scheme-KGs with a one-off Grant for Procurement of National Flag and Movable Flagpole in the 2021/22 school year to support them in purchase of national flags and movable flagpoles. The expenditure involved was about \$2.3 million. EDB has also provided Scheme-KGs with a one-off Grant for Promotion of Chinese Art and Culture in March 2023. KGs may use the grant to organise various school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity. The expenditure involved is about \$58 million.

Post-secondary institutions

Post-secondary institutions have been implementing a series of measures since the 2021/22 academic year to incorporate national education and NSE into students’ learning, which include organising seminars, sharing sessions, workshops, forums and study tours, etc. In further pursuance of the aforementioned objectives, the Government has included whole-person development as one of the four strategic directions adopted in the 2022-25 triennium of the University Grants Committee, illustrating that instilling a strong sense of civic duty into students through values education at university level would help nurture graduates to become the future pillars of our society. Education on the Constitution, the

Basic Law and the National Security Law should also form an important part of the university curriculum, with a view to nurturing students into law-abiding and responsible citizens.

In respecting post-secondary institutions' autonomy in curriculum design, EDB encourages the institutions to offer students learning opportunities within and outside the classroom to enhance their awareness of our country's history and culture, constitutional order and the latest development in various aspects, thereby helping them gain a deeper understanding of our country, develop a stronger sense of national identity, and achieve an enhanced sense of national security, law-abidingness and civic duty. As post-secondary institutions may flexibly utilise their resources to take forward the promotion of education and research on such topics as national education and NSE, a breakdown of the expenditure involved is not available. Since liaising with and rendering appropriate support to post-secondary institutions on related matters is part of the EDB's routine, the manpower and expenditure involved are subsumed under the overall estimated expenditure and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB175

(Question Serial No. 2531)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) Vocational and professional education and training (VPET) is still not well understood by many schools, students, parents and employers as they consider VPET inferior to university education in general. Regarding the promotion of VPET, please advise of the specific policy measures, the expenditure involved and the outcomes achieved in the recent 3 years.
- (2) Will the Bureau deploy additional resources to strengthen the promotion of VPET in 2023-24? If yes, what are the details and the estimates? If no, what are the reasons?
- (3) Does the Bureau have any plan to work more closely with other enterprises and industries to provide more internship opportunities in and outside Hong Kong, so as to enrich students' learning experiences and create more employment opportunities for them? If yes, please advise of the specific measures with information including the type of industries, job nature and number of internship hours.

Asked by: Hon TANG Fei (LegCo internal reference no.: 18)

Reply:

- (1) and (2) The Government has all along been committed to promoting vocational and professional education and training (VPET), and encourages young people to pursue education pathways and join industries that best suit their abilities and interests. To provide more opportunities for young people to give play to their abilities, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach on various fronts to promote VPET as a pathway parallel to conventional academic education, and encourage the alignment of classroom education with industry needs and collaboration between businesses and education institutions, thereby providing diversified learning and employment opportunities for nurturing more quality talent with applied skills. Among others, the Government established the Steering Committee on Promotion of VPET and Qualifications Framework (QF)

in 2020 to garner views from stakeholders in different sectors for further promoting the development of VPET in Hong Kong through a more innovative and coordinated approach. Moreover, with the support of the Government, the Vocational Training Council (VTC) organised the Future Skills Community Event in December 2022 to showcase the accomplishments of VTC students to the public as well as to promote VPET and skills development, with a view to enhancing different stakeholders' understanding of VPET. Apart from that, the Chief Executive announced in the 2022 Policy Address a series of measures, including expanding the Study Subsidy Scheme for Designated Professions/Sectors and expediting the development of Vocational Qualifications Pathway under QF. The Financial Secretary also announced in the 2023-24 Budget that VTC will launch a pilot project to enable secondary school students to have an early exposure to VPET. Besides, the Government announced the launch of the second round of the Pilot Project on the Development of Applied Degree Programmes on 7 March 2023, with a view to reviewing and fostering the development of applied degrees in Hong Kong and further strengthening the VPET progression pathway at the post-secondary level. In 2023-24, the Government will continue to promote VPET by adopting the above strategies. Since the implementation of the above is part of the regular work of the Education Bureau (EDB) and the expenditures involved are subsumed within the overall estimated expenditure, a breakdown is not available.

- (3) As for schools, EDB has been promoting life planning education since the 2014/15 school year and collaborating with various business corporations, government departments and community organisations through the Business-School Partnership Programme (BSPP) to provide students with diversified career exploration activities with a view to facilitating them to learn about different industries and equipping them with the relevant information. To widen students' career-world perspective, EDB has launched BSPP 2.0 in the 2022/23 school year. It is targeting to increase the number of business partners by about 15% (i.e. around 60 business partners) within the year and to cover more industries. In this regard, EDB has been actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees under QF to encourage more member organisations to join BSPP 2.0, thereby providing students with more and a wider range of career exploration and work experience activities so that they will have a better understanding of the workplace. In addition to workplace visits, job shadowing, career talks, workshops and career expos, a series of Holiday Work Experience Programmes will be arranged under BSPP 2.0 during major school holidays (e.g. summer holidays, Christmas holidays and Easter holidays) to enable senior secondary students to gain first-hand experience of the actual operations of different industries as well as exploring their interests and career aspirations. EDB will also encourage VPET institutions to collaborate with different enterprises and organisations to provide students with more internship and training opportunities in and outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2532)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) Please set out the expenditures on teacher professional training in relation to “One Country, Two Systems”, the Basic Law, the Constitution and national security education, among others, as well as the average amount of related training expenditure per teacher in the past 3 years.
- (2) Will the Administration increase the provision of resources for or expand the scope of teacher training in national and national security education? If yes, what are the specific details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 19)

Reply:

(1) and (2)

Starting from the 2020/21 school year, the Education Bureau (EDB) has included contents about the Constitution, the Basic Law and the National Security Law in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to the end of February 2023, around 10 080 teachers have taken part in the programmes. EDB has also introduced measures on teachers' entry requirement to promote their correct understanding of the Basic Law and National Security Law. Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers to pass the BLT will be extended to all Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and the National Security Law. Moreover, EDB will arrange Mainland study tours of 3 to 4 days for teachers, so that they can, through direct personal observation and experience, school visits and professional exchange with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities

brought to Hong Kong and how Hong Kong can contribute to our country's development, so as to broaden their horizons.

Over the past 3 years, EDB has continuously organised knowledge enrichment/advanced online courses in relation to the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on “Understanding Our Country” and “National Security Education” (NSE), as well as workshops on national flag raising ceremony for teachers, etc., thereby enabling teachers to learn about the key concepts of the Constitution and the Basic Law, encompassing the historical background of “One Country, Two Systems”, the drafting process of the Basic Law, as well as the constitutional basis and structure of the Basic Law. Moreover, to support schools in promoting NSE, EDB has organised Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops and the feedback was very positive.

As for curriculum-related training, since learning elements related to the Constitution, “One Country, Two Systems”, the Basic Law and NSE have all along been included in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography, and Citizenship and Social Development (CS), the related sections of the subjects will continue to organise relevant professional development training activities for teachers. For example, the related section of Chinese History organises teacher training activities on the War of Resistance against Japanese Aggression on an ongoing basis while a series of teacher training programmes on curriculum-related themes have been held under CS since June 2021. Such training activities and programmes help teachers enhance their professional knowledge of Chinese history, Chinese culture, the Constitution, the Basic Law, national security and the development of our country.

EDB will continue to take forward the aforementioned measures in the coming year. As the expenditure and estimates on various teacher training programmes are subsumed under EDB's recurrent expenditure, no breakdown is available. EDB will continuously adopt a wide array of specific measures, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, as well as organising student activities (including Mainland exchange activities) etc., so as to fully support schools' holistic and systematic planning and implementation of national education within and beyond classroom.

- End -

CONTROLLING OFFICER'S REPLY

EDB177

(Question Serial No. 2533)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. Please set out the current numbers of international schools and private schools in Hong Kong.
2. Please set out the numbers of applications for registration as international school and as private school scrutinised and approved by the Government and the approved loan amounts in the recent 5 years.
3. Please set out the total numbers of students studying in international schools and private schools, the number of non-local students and its percentage share in the total number of students, as well as the changes in the number of non-local students in the recent 5 years.

Asked by: Hon TANG Fei (LegCo internal reference no.: 20)

Reply:

The Government is committed to developing a vibrant international school sector to meet the demand for international school places from non-local families living in Hong Kong and families coming to Hong Kong for work or investment. International schools are private schools operating on a self-financing and market-driven basis. In the 2022/23 school year, there are 54 international schools, including 1 special school, and 97 other private schools offering local or non-local day-school curriculum (a private school operating both primary and secondary sections will be counted as two schools) in Hong Kong. From the 2018/19 to 2022/23 school years (as of 1 March 2023), 10 private schools have been registered, and there are no newly registered international schools.

The total numbers of students studying in international schools and other private schools, and the numbers and percentages of non-local students in international schools from the 2018/19

to 2022/23 school years are set out at **Annex**. The Education Bureau does not keep statistics on the number of non-local students studying in other private schools.

Under the existing policy, the Government may, upon application by a non-profit-making school operator who has been allocated a site for international school development, offer an interest-free loan to the said operator for meeting part of the construction cost of its new school premises. The loan is capped at 100% of the cost for constructing a standard-design public-sector school accommodating the same number of students. The application is subject to approval by the Finance Committee (FC) of the Legislative Council. In the recent 5 years, FC has approved 4 such applications, with a total loan amount of around \$1.44 billion.

Table 1: Total numbers of students studying in international schools and other private schools from the 2018/19 to 2022/23 school years (based on the Student Enrolment Survey conducted in the respective years)

School type	Total number of students ^{Note (1)}				
	2018/19	2019/20	2020/21	2021/22	2022/23
International school ^{Note (2)}	40 198	41 133 (+2.3%)	41 015 (-0.3%)	41 494 (+1.2%)	40 626 (-2.1%)
Other private school ^{Note (3)}	39 089	40 306 (+3.1%)	39 753 (-1.4%)	38 534 (-3.1%)	37 291 (-3.2%)
Total	79 287	81 439 (+2.7%)	80 768 (-0.8%)	80 028 (-0.9%)	77 917 (-2.6%)

**Table 2: Number of non-local students and its percentage over the total number of students studying in international schools
from the 2018/19 to 2022/23 school years
(based on the Student Enrolment Survey conducted in the respective years)**

School type		2018/19	2019/20	2020/21	2021/22	2022/23
International school	Total number of students	40 198	41 133	41 015	41 494	40 626
	Number of non-local students ^{Note (4)}	30 345	30 499	28 801	28 481	26 768
	Percentage of non-local students	75.5%	74.1%	70.2%	68.6%	65.9%

Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years. Percentages in parentheses indicate the year-on-year rates of change.

(2) Figures do not include the special school operated by the English Schools Foundation.

(3) “Other private school” refers to private ordinary primary and secondary day schools registered with the Education Bureau. They include day schools offering local or non-local curriculum day courses but not special schools and primary and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

(4) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any valid passport other than HKSAR Passport. Students not covered by this definition are all regarded as non-local students.

- End -

CONTROLLING OFFICER'S REPLY

EDB178

(Question Serial No. 2534)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to the 2023-24 Estimates of Expenditure on education, the estimated provision for 2023-24 is 91.4% higher than the expenditure for 2022-23 under Programme (6) Other Educational Services and Subsidies. As the increase in the estimated provision is substantial, will the Administration advise this Committee of the policy initiatives to which the provision will be allocated and the respective estimates for these initiatives?

Asked by: Hon TANG Fei (LegCo internal reference no.: 21)

Reply:

The estimate under Programme (6) Other Educational Services and Subsidies for 2023-24 is \$953.5 million (or 91.4%) higher than the revised estimate for the previous year. This is mainly due to the additional injection of \$600 million into the Gifted Education Fund and the increased provision for other operating expenses, which include arranging for senior secondary students to participate in Mainland study tours of the subject of Citizenship and Social Development starting from April 2023, arranging professional exchange programmes for teachers, and resuming Mainland exchange programmes for students in the 2023/24 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB179

(Question Serial No. 2549)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Strengthening the professional preparation and continuing professional development of school principals and teachers is one of the important task of the Education Bureau. In this connection, please advise this Committee of –

1. the details of and expenditures on the training programmes related to life planning education that were offered to teachers in the past 5 years; and the training programmes to be offered in the coming year and the estimated expenditure thereon; and
2. the details of and expenditures on the training programmes related to STEM/STEAM that were offered to teachers in the past 5 years; and the training programmes to be offered in the coming year and the estimated expenditure thereon.

Asked by: Hon TANG Fei (LegCo internal reference no.: 36)

Reply:

1. The Education Bureau (EDB) has been providing professional training for teachers on life planning education (LPE) on an ongoing basis. For secondary schools, from the 2017/18 to 2021/22 school years, EDB provided LPE-related professional development activities for teachers by commissioning tertiary institutions and service providers in organising activities for career guidance teachers. Activities included part-time Certificate Course on Career Guidance and Life Planning for Secondary School Teachers (100 hours), part-time Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours), thematic seminars and Study Visit in Greater Bay Area (GBA) were held. Moreover, EDB has organised seminars on LPE, various talks, Go Forward Together - Career and Life Planning Education Sharing Series, and District Development Networks Learning Circles Sharing Session, etc., to equip teachers at different posts to adopt a whole-school approach in implementing LPE. Meanwhile, EDB has, through the Business-School Partnership Programme (BSPP), organised workshops, workplace visits and talks, etc., for teachers so that they can gain an understanding of the latest development of different industries. As for primary

schools, starting from the 2021/22 school year, EDB has progressively implemented LPE at the upper primary level (i.e. Primary Four to Primary Six) and provided professional training for primary school teachers and student guidance personnel to help them prepare for and take forward the work on these fronts.

From the 2019/20 to 2021/22 school years, some professional training activities, including Study Visit in GBA and some activities under BSPP, were suspended due to COVID-19 epidemic. As the epidemic subsides and society resumes normalcy gradually, relevant training arrangements will be put in place. For instance, EDB will organise Study Visit in GBA for teachers in the 2022/23 school year to facilitate their understanding of the latest opportunities for further studies and employment in GBA cities. We will also organise talks for teachers and invite speakers from emerging industries to share on their industry prospects and manpower demand so that teachers will learn more about the development of emerging industries, thereby enhancing their professional capability in relation to LPE. From the 2017/18 to 2022/23 school years (as at February 2023), about 14 700 teachers and student guidance personnel have taken part in LPE-related professional training activities for primary and secondary schools (including special schools).

In the coming year, EDB will continue to collaborate with tertiary institutions, professional bodies and different organisations to provide professional training and professional development activities for teachers. We will keep the training needs of teachers in relation to LPE under constant review to provide sufficient training places for teachers, and introduce new topics in the light of social and workplace developments.

The expenditure involved in the promotion of LPE (including relevant teacher professional training) in primary and secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown of expenditure on teacher professional training is therefore not available

2. To enhance the effectiveness of implementing STEM/STEAM (Science, Technology, Engineering and Mathematics/ Science, Technology, Engineering, the Arts and Mathematics) education, EDB will continuously provide relevant teacher professional training programmes. From the 2017/18 to 2019/20 school years, the Intensive Training Programme (ITP) on STEM Education was organised in 5 batches for curriculum leaders (including principals and middle managers in schools) of all local public sector and Direct Subsidy Scheme primary and secondary schools to share with schools information on how to take STEM education forward and strengthen cross-disciplinary collaboration. A total of about 500 secondary schools and 400 primary schools participated in ITP, involving about 6 300 and 5 400 secondary and primary school teacher participants respectively. EDB has organised a new round of ITP for STEM co-ordinators and frontline teachers in primary and secondary schools starting from the 2020/21 school year. The programme covers curriculum planning, teaching activity design as well as the use of relevant learning, teaching and assessment strategies in relation to STEM education. As at February 2023, around 4 000 co-ordinators/teachers in primary and secondary schools participated in the programme. From end-2022 to the first quarter of 2023, EDB has collaborated with Cyberport to launch a new Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools. The programme covers a variety of innovation and

technology (I&T) topics, such as AI robotics, green technology, gerontechnology and financial technology, to facilitate co-ordinators' mastery of I&T application and strategies in learning and teaching, and the effective planning of STEAM learning activities within and beyond the classroom. 600 training places were offered in this new series of training programme and the responses from participating teachers were very positive.

From the 2017/18 to 2019/20 school years, training courses on coding education were organised for primary school teachers in batches. The training courses were completed in the first term of the 2019/20 school year. A total of 770 teachers from about 320 schools attended the basic courses, and 300 teachers from about 200 schools attended the advanced courses. The next phase of training on coding education has started in the 2019/20 school year. It mainly focuses on strengthening the integration of coding education into the learning and teaching of different subjects and STEAM-related project learning at the primary level. As at February 2023, around 3 600 primary school teachers participated in the training and they gave positive responses.

In the coming year, EDB will continue to collaborate with different I&T organisations, tertiary institutions and professional bodies to organise training programmes (including coding education) encompassing elements of I&T for STEAM co-ordinators and teachers. We will also continue to review the demand for professional training on STEAM education to ensure that sufficient training places are provided for STEAM co-ordinators and teachers, so as to further strengthen the professional capacity of schools in leading and co-ordinating STEAM education, and build up a team of teachers who keep abreast of the latest development of I&T.

The expenditure involved in the promotion of STEM/STEAM education (including relevant teacher professional training) in primary and secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown of expenditure on teacher professional training is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB180

(Question Serial No. 1220)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the wastage of local teachers and students, please advise this Committee of the following –

- (a) the respective numbers of drop-out teachers in local kindergartens (KGs), government and aided primary schools, public sector secondary schools and special schools from the 2018/19 to 2023/24 (projected figures) school years in tabulated form;
- (b) under “Revenue Analysis by Head” of the 2023-24 Budget, it is indicated that the revised estimates of teacher wastage rates in local KGs, government and aided primary schools, public sector secondary schools and special schools for the 2022/23 school years are 20% to 70% higher than the original estimates in the 2022-23 Budget, in this connection, please advise of –
 - (1) whether the Administration has looked into the reasons for the increase in teacher wastage rates in different types of schools; if yes, of the details; if no, of the reasons; and
 - (2) whether the estimates of teacher wastage rates for the 2023/24 school year have taken the identified reasons into account; if yes, of the details; if no, of the reasons; and
- (c) the numbers and percentages of student dropouts in local government and aided primary schools and public sector secondary schools from the 2018/19 to 2022/23 school years in tabulated form, and the reasons for the change in figures.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 1)

Reply:

(a)

The numbers of drop-out teachers in local kindergartens (KGs), public sector primary schools (government and aided), public sector secondary schools (government, aided and caput) and special schools from the 2018/19 to 2023/24 school years are as follows –

School year	No. of drop-out teachers			
	KGs	Public sector primary schools	Public sector secondary schools	Special schools
2018/19	1 590	930	1 040	160
2019/20	1 540	920	1 040	130
2020/21	1 340	960	1 030	110
2021/22	1 690	1 610	1 780	190
2022/23 (Provisional figures)	2 150	1 920	2 240	240
2023/24 (Estimate)	1 760	1 730	2 010	230

Notes:

- (1) Numbers of drop-out teachers are rounded to the nearest ten.
- (2) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned as at mid-September (or mid-October for the 2020/21 school year only) of the preceding school year (or mid-October for the 2020/21 school year only).
- (3) Except as at mid-October for the 2020/21 school year, “drop-out teachers” in KGs refer to the teachers who were serving in a local KG as at mid-September of the preceding school year but were no longer serving in any KG as at mid-September of the school year concerned; “drop-out teachers” of public sector ordinary schools refer to the teachers who were serving in a public sector ordinary school as at mid-September of the preceding school year but were no longer serving in any ordinary schools as at mid-September of the school year concerned; and “drop-out teachers” of special schools refer to the teachers who were serving in a special school as at mid-September of the preceding school year but were no longer serving in any special schools as at mid-September of the school year concerned.

(b)(1) and (2)

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. We will continue to monitor the situation. According to our observation, the operation of schools is smooth in general and schools have sufficient newly employed qualified teachers (including newly joined teachers and those re-joining the teaching profession) to take up the teaching duties. With the declining school-aged population, the demand for teachers would decrease correspondingly.

The projected wastage rate for the 2023/24 school year is based on the wastage rates in the past 2 to 3 school years, having regard to information such as the estimated demand for teachers. “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the

total number of teachers concerned as at mid-September of the preceding school year (or mid-October for the 2020/21 school year only).

(c)

Currently, EDB does not compile statistics on the numbers and percentages of drop-out students in government and aided primary schools and public sector secondary schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB181

(Question Serial No. 1234)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau aims to provide free and universal junior and senior secondary schooling for every youngster in the relevant age group attending public sector secondary schools and to further improve the quality of secondary education. As the Government has always supported students' whole-person development, will the Government advise this Committee of the following –

- (a) In the form of a table, please set out the number of needy students receiving support to participate in after-school activities through the School-based After-school Learning and Support Programmes under which schools and non-profit making organisations are subsidised to provide the services from 2020-21 to 2022-23;
- (b) In the form of a table, please set out the number of secondary school beneficiaries receiving the Life-wide Learning Grant for public sector secondary schools to promote life-wide learning in alignment with the curriculum from 2020-21 to 2022-23; and
- (c) In the form of a table, please set out the expenditures of the above programmes from 2020-21 to 2022-23.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 15)

Reply:

(a) and (c)

To support needy students to participate in after-school learning activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS) as well as non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school learning activities for eligible students, i.e. Primary 1 to Secondary 6

students in receipt of Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Schemes. In recent years, the total provision for the Programme is about \$240 million each year.

As for secondary schools, the number of eligible secondary students and the amount of provision for the Programme for the 2020/21 to 2022/23 school years are tabulated as follows –

School year	No. of eligible secondary students*	Amount of provision [^] (\$ million)
2020/21	94 900	94
2021/22	99 800	98
2022/23	103 900	100

* The numbers of students in the above table include the numbers of secondary students attending public sector schools (including special schools) and schools under DSS, which are rounded to the nearest hundred.

[^] The amounts of provision include the School-based Grant for public sector secondary schools (including special schools) and secondary schools under DSS, and the Community-based Project Grant for NGOs for eligible secondary students. As individual Community-based Projects target eligible secondary students in the district, a breakdown of the provision allocated to eligible public sector secondary students is not available.

(b) and (c)

To encourage schools to provide students with more diversified experiential learning activities outside the classroom, starting from the 2019/20 school year, EDB has provided a recurrent Life-wide Learning Grant for public sector schools (including special schools) and schools under DSS. With a total annual provision of about \$900 million, the grant serves to support schools in taking forward, life-wide learning on the present foundation with enhanced efforts. Schools may make use of the grant to enrich students' learning experiences and cultivate their positive values and attitudes.

As for secondary schools, the number of public sector secondary schools receiving the grant and the amount of the grant for the 2020/21 to 2022/23 school years are tabulated as follows –

School year	No. of public sector secondary school beneficiaries [@]	Amount of the grant (\$ million)
2020/21	450	482
2021/22	451	487
2022/23 [#]	450	496

[@] Public sector secondary school beneficiaries in the above table include government, aided and caput secondary schools, and special schools running a secondary section and both primary and secondary sections.

[#] Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB182

(Question Serial No. 2756)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

1. Please provide the numbers of primary and secondary schools under each existing funding mode (including Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode) in each of the past 5 school years, with a distribution of schools by number of students requiring Tier-1, Tier-2 and Tier-3 support and a breakdown of expenditures involved, as well as the average unit cost per school place.
2. Please provide the numbers of primary and secondary schools receiving funding (i) under \$0.6 million, (ii) between \$0.6 million and \$1.59 million, (iii) between \$1.60 million and \$2.19 million, (iv) \$2.20 million or above on account of admission of students with special educational needs under each existing funding mode (including Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode) in the past 5 school years; and the number of additional teachers employed with the above funding by schools in groups (i) to (iv).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 8)

Reply:

1.
To help public sector ordinary schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. In the 2018/19 school year and before, ordinary schools were provided with additional resources under various modes to support students with SEN, including Learning Support Grant (LSG), Integrated Education (IE) Programme, Intensive Remedial Teaching Programme (IRTP) and Mixed Mode of implementing IRTP while receiving LSG. EDB has implemented a series of enhanced measures starting from the 2019/20 school year, including extending LSG to all public sector ordinary schools in the territory to integrate and replace IRTP and IE Programme. The number of public sector ordinary primary and secondary schools adopting

LSG, IRTP and Mixed Mode in the past 5 school years (2017/18 to 2021/22 school years) is tabulated as follows:

School Year	LSG		Applicable to Primary Schools	
	Secondary	Primary	IRTP	Mixed Mode (including Migration Mode)
2017/18	381	213	140	101
2018/19	381	217	140	99
2019/20	389	455	-	-
2020/21	389	455	-	-
2021/22	389	456	-	-

As mentioned above, in the 2018/19 school year and before, ordinary schools received additional resources under various modes to support students with SEN. As schools received additional resources under different modes, some schools (e.g. those adopting IRTP) were not required to report to EDB the tier of support of each of their students. The distribution of public sector ordinary primary and secondary schools provided with LSG by number of students with SEN requiring Tier-2 and Tier-3 support from the 2017/18 to 2021/22 school years is set out at [Annex 1](#).

Public sector ordinary schools implement IE through the Whole School Approach (WSA). Schools may deploy the additional manpower, pooling together other school-based and community resources flexibly and strategically, to provide appropriate support to students in need. Hence, all students in need in public sector ordinary schools benefit from the additional resources and the relevant expenditure is reflected in the unit cost per student. Starting from the 2019/20 school year, LSG has been extended to all public sector ordinary schools in the territory. The unit grant rate for Tier-2 and Tier-3 support from the 2017/18 to 2021/22 school years is tabulated as follows:

School Year	Grant Rate per Student Requiring Tier-2 Support per annum (\$)	Grant Rate per Student Requiring Tier-3 Support per annum (\$)
2017/18	13,986	27,972
2018/19	14,322	28,644
2019/20	15,000	60,000
2020/21	15,105	60,420
2021/22	15,211	60,844

The expenditure on additional support and services provided for students with SEN in public sector ordinary schools from the 2017/18 to 2021/22 school years is tabulated as follows:

School Year	Expenditure (\$ million)
2017/18	1,638
2018/19	1,977
2019/20	3,162
2020/21	3,394
2021/22	3,588

2.

In the 2018/19 school year, schools implementing IRTP were provided with additional teaching posts, while schools adopting Mixed Mode and Migration Mode were provided with, on top of one additional teaching post, LSG with the ceilings set at \$0.35 million and \$0.6 million respectively in each year. Starting from the 2019/20 school year, EDB has enhanced LSG which has been extended to all public sector ordinary schools to replace IRTP and IE Programme, and the LSG grant rate for Tier-3 support has been increased multifold. In addition, to enhance the support for schools with a comparatively large number of students with SEN, schools with the total amount of LSG reaches the specific thresholds will have additional regular teaching post(s) titled Special Educational Needs Support Teacher converted/provided on account of the LSG.

The number of public sector ordinary primary and secondary schools provided with LSG with an amount under \$0.6 million and an amount of \$0.6 million or above from the 2017/18 to 2021/22 school years is set out at [Annex 2](#).

The respective numbers of additional teachers provided for public sector ordinary primary schools adopting IRTP and Mixed Mode and Migration Mode from the 2017/18 to 2018/19 school years are 382 and 380 respectively. As public sector ordinary schools receiving LSG will deploy the grant and school resources flexibly and holistically to render appropriate support services to students with SEN, such as employing additional teachers or teaching assistants or hiring professional services, their school-based support services vary according to the actual needs of students with SEN, and we do not have information on additional teachers employed in these schools. Under the enhanced measure for LSG, a total of some 1 000, 1 140 and 1 230 additional regular teaching posts are created in the public sector ordinary schools from the 2019/20 to 2021/22 school years respectively.

**Distribution of public sector ordinary primary and secondary schools
provided with LSG
by number of students with SEN requiring Tier-2 and Tier-3 support
from the 2017/18 to 2021/22 school years**

No. of Students		No. of Schools									
		2017/18		2018/19		2019/20		2020/21		2021/22	
		Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
No. of Students Requiring Tier-2 Support	0	9	1	0	1	0	0	1	0	2	1
	1-10	41	50	13	39	8	28	7	25	5	16
	11-20	23	67	18	54	19	63	17	58	17	57
	21-30	19	57	20	64	23	55	19	54	15	54
	31-40	47	34	31	36	25	48	32	53	27	44
	41-50	57	30	72	34	69	31	63	26	52	38
	51-60	65	21	80	21	85	20	76	24	78	24
	61-70	41	21	53	25	81	22	83	16	73	18
	71-80	28	14	46	19	54	26	63	23	70	16
	81-90	10	23	27	15	40	15	30	16	46	18
91-100	8	18	13	15	22	11	30	20	26	18	
Over 100	7	49	8	62	29	70	34	74	45	85	
No. of Students Requiring Tier-3 Support	0	66	60	32	50	28	49	24	47	20	43
	1-5	270	309	283	299	306	257	300	240	287	231
	6-10	12	9	41	21	78	62	81	77	105	88
	11-15	3	1	11	11	25	12	30	14	22	13
	16-20	1	3	6	0	13	5	14	5	19	8
	Over 20	3	3	8	4	5	4	6	6	3	6

Note: In the 2018/19 school year and before, ordinary schools received additional resources under various modes to support students with SEN, including LSG, IE Programme, IRTP, and Mixed Mode of implementing IRTP while receiving LSG. As schools received additional resources under different modes, some schools (e.g. those adopting IRTP) were not required to report to EDB the tier of support of each of their students. Hence, the figures for the 2018/19 school year and before may be smaller than the actual numbers. EDB has implemented a series of enhanced measures starting from the 2019/20 school year, including extending LSG to all public sector ordinary schools in the territory to replace IRTP and IE Programme. The above figures should be able to reflect the actual situation.

**Number of public sector ordinary primary and secondary schools
adopting LSG, Mixed Mode and Migration Mode
by the range of LSG allotment
from the 2017/18 to 2021/22 school years**

School Year		No. of School	LSG Allotment	
			Under \$0.6 million	\$0.6 million or above
2017/18	Secondary School	LSG	174	211
	Primary School	LSG	62	192
		Mixed Mode	90	N/A (Note)
		Migration Mode	0	11
2018/19	Secondary School	LSG	150	235
	Primary School	LSG	85	197
		Mixed Mode	86	N/A (Note)
		Migration Mode	0	13
2019/20	Secondary School	LSG	180	209
	Primary School	LSG	48	407
2020/21	Secondary School	LSG	184	205
	Primary School	LSG	42	413
2021/22	Secondary School	LSG	171	218
	Primary School	LSG	42	414

Note: For primary schools adopting Mixed Mode, the ceiling of LSG is \$0.35 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB183

(Question Serial No. 2757)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide figures in the past year and projected figures for the coming 3 years for the following –

- (1) The total number of kindergarten (KG)-age children in Hong Kong.
- (2) The distribution of KG-age children among all districts.
- (3) The number of children attending KGs.
- (4) The distribution of children attending KGs among all districts.
- (5) The numbers of whole-day and half-day KGs and students by District Council district.
- (6) The numbers of school-age Primary 1 and Secondary 1 students in each school net and the territory.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 9)

Reply:

(1) to (5)

The numbers of kindergarten (KG) students by district in the 2022/23 school year are tabulated at Annex 1.

The figures on the projected mid-year school-age population aged 3 to 5 residing in Hong Kong by district from 2023 to 2025 are tabulated at Annex 2. This age group is generally considered appropriate for receiving KG education. Since the population projections refer to the projected number of children aged 3 to 5, irrespective of whether they are enrolled in schools or not, the figures provided should not be taken as the projected number of KG students.

The numbers of whole-day and half-day KGs and students by district in the 2022/23 school year are tabulated at [Annex 3](#). Since the number of KGs has all along been market-driven, the Education Bureau does not have the relevant projected figures.

(6)

The numbers of Primary 1 and Secondary 1 students by district in the 2022/23 school year are tabulated at [Annex 4](#).

The figures on the projected mid-year school-age populations aged 6 and 12 residing in Hong Kong by district from 2023 to 2025 are tabulated at [Annex 5](#).

Number of kindergarten (KG) students by district in the 2022/23 school year

District	Number of KG students
Central and Western	5 046
Wan Chai	5 974
Eastern	8 599
Southern	3 179
Sham Shui Po	9 108
Yau Tsim Mong	5 112
Kowloon City	18 224
Wong Tai Sin	5 495
Kwun Tong	9 727
Tsuen Wan	5 641
Tuen Mun	9 663
Yuen Long	14 276
North	7 259
Tai Po	5 332
Sha Tin	11 537
Sai Kung	7 804
Islands	3 607
Kwai Tsing	8 093
All districts	143 676

- Notes:
1. Figures refer to the position as at 15 September 2022.
 2. Figures include nursery, lower and upper classes in KG-cum-child care centres.
 3. School districts are delineated by the District Council districts of the school premises.

**Projected mid-year school-age population aged 3 to 5
residing in Hong Kong by district from 2023 to 2025**

District	2023	2024	2025
Central and Western	4 500	4 600	5 000
Wan Chai	3 300	3 400	3 600
Eastern	9 700	9 400	9 200
Southern	4 600	4 400	4 200
Sham Shui Po	9 900	9 700	9 600
Yau Tsim Mong	7 300	7 200	7 500
Kowloon City	8 400	8 300	8 700
Wong Tai Sin	7 800	7 600	7 100
Kwun Tong	13 200	12 400	12 000
Tsuen Wan	6 000	5 900	6 000
Tuen Mun	11 500	11 200	11 000
Yuen Long	13 100	12 700	12 500
North	8 400	8 100	7 700
Tai Po	7 400	7 600	7 500
Sha Tin	12 800	12 200	11 700
Sai Kung	9 400	9 200	9 800
Islands	4 600	4 500	6 200
Kwai Tsing	11 100	10 100	8 900
All districts	152 900	148 300	148 100

- Notes:
1. The projections of school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
 2. School-age population aged 3 to 5 is considered appropriate for receiving kindergarten (KG) education (i.e. K1 to K3).
 3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3 to 5 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 may also receive KG education.
 4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

Number of whole-day and half-day kindergartens (KGs) and students by district in the 2022/23 school year

District	KGs operating half-day classes only		KGs operating whole-day classes only		KGs operating both half-day and whole-day classes	
	Number of KGs	Number of students	Number of KGs	Number of students	Number of KGs	Number of students
Central and Western	24	3 310	10	576	13	1 160
Wan Chai	20	4 629	8	634	4	711
Eastern	25	3 281	15	1 044	36	4 274
Southern	11	963	8	550	15	1 666
Sham Shui Po	17	3 296	14	1 412	27	4 400
Yau Tsim Mong	14	2 521	15	1 337	10	1 254
Kowloon City	52	13 759	23	1 754	25	2 711
Wong Tai Sin	5	1 805	18	1 339	21	2 351
Kwun Tong	12	2 611	28	1 975	38	5 141
Tsuen Wan	17	3 420	9	913	14	1 308
Tuen Mun	10	2 969	20	1 426	35	5 268
Yuen Long	22	5 721	18	1 708	38	6 847
North	7	1 383	10	814	30	5 062
Tai Po	7	1 114	10	932	19	3 286
Sha Tin	27	5 285	21	1 708	34	4 544
Sai Kung	25	3 081	14	1 029	32	3 694
Islands	14	935	5	379	18	2 293
Kwai Tsing	9	2 358	17	1 275	36	4 460
All districts	318	62 441	263	20 805	445	60 430

- Notes:
1. Figures refer to the position as at 15 September 2022.
 2. Figures include nursery, lower and upper classes in KGs and KG-cum-child care centres registered with the Education Bureau, but not special child care centres registered under the Social Welfare Department.
 3. School districts are delineated by the District Council districts of the school premises.

**Number of Primary 1 (P1) and Secondary 1 (S1) students by district
in the 2022/23 school year**

District	Number of P1 students	Number of S1 students
Central and Western	1 767	1 949
Wan Chai	2 185	1 943
Eastern	3 097	3 504
Southern	2 585	2 716
Sham Shui Po	3 783	3 556
Yau Tsim Mong	2 436	2 079
Kowloon City	5 382	5 245
Wong Tai Sin	2 331	2 599
Kwun Tong	3 968	4 366
Tsuen Wan	1 904	1 477
Tuen Mun	3 518	3 880
Yuen Long	4 785	4 914
North	2 628	3 187
Tai Po	2 242	2 498
Sha Tin	4 862	5 678
Sai Kung	2 890	2 849
Islands	1 207	1 043
Kwai Tsing	2 749	3 405
All districts	54 319	56 888

- Notes:
1. Figures refer to the position as at 15 September 2022.
 2. Figures include ordinary primary and secondary day schools, but not special schools.
 3. School districts are delineated by the District Council districts of the school premises.

**Projected mid-year school-age population aged 6 residing in Hong Kong
by district from 2023 to 2025**

District	2023	2024	2025
Central and Western	1 400	1 400	1 300
Wan Chai	1 000	1 000	1 000
Eastern	3 700	3 300	3 100
Southern	1 700	1 600	1 500
Sham Shui Po	3 900	3 700	3 400
Yau Tsim Mong	2 500	2 300	2 200
Kowloon City	3 000	2 700	2 800
Wong Tai Sin	3 000	2 900	2 800
Kwun Tong	5 300	4 900	4 600
Tsuen Wan	2 200	2 000	1 900
Tuen Mun	4 300	4 100	4 000
Yuen Long	5 000	4 500	4 400
North	3 100	2 900	2 900
Tai Po	2 600	2 700	2 500
Sha Tin	5 100	4 600	4 400
Sai Kung	3 500	3 200	3 300
Islands	1 600	1 600	2 000
Kwai Tsing	4 300	4 000	3 900
All districts	57 300	53 300	52 000

- Notes: 1. The projections of school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
2. School-age population aged 6 is considered appropriate for receiving primary education (i.e. P1).
3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under or over the age of 6 may also enrol for P1.
4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Projected mid-year school-age population aged 12 residing in Hong Kong
by district from 2023 to 2025**

District	2023	2024	2025
Central and Western	1 700	1 500	1 300
Wan Chai	1 400	1 100	900
Eastern	5 100	4 800	3 900
Southern	2 500	2 400	2 100
Sham Shui Po	4 900	5 000	4 000
Yau Tsim Mong	2 300	2 500	2 200
Kowloon City	3 800	3 900	3 100
Wong Tai Sin	3 800	3 800	3 300
Kwun Tong	7 100	6 700	6 600
Tsuen Wan	2 800	2 400	2 200
Tuen Mun	5 000	4 800	4 400
Yuen Long	6 500	6 200	5 200
North	3 500	3 300	3 200
Tai Po	2 800	2 900	2 600
Sha Tin	7 200	6 800	5 600
Sai Kung	4 400	4 400	3 700
Islands	1 900	2 200	2 100
Kwai Tsing	4 800	4 700	3 900
All districts	71 600	69 500	60 000

- Notes: 1. The projections of school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
2. School-age population aged 12 is considered appropriate for receiving secondary education (i.e. S1).
3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 12 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under or over the age of 12 may also enrol for S1.
4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 2758)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following figures for the past 5 years and the next 5 years – the situation and projection of school-age population aged 12 residing in Hong Kong; the situation and projection of school-age population aged 6 residing in Hong Kong; and the situation and projection of school-age population aged 3 residing in Hong Kong.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 10)

Reply:

The school-age populations aged 3, 6 and 12 residing in Hong Kong from 2018 to 2022 are tabulated as follows –

Age	2018	2019	2020	2021	2022
3 years old	56 700	54 400	51 800	48 200	46 500
6 years old	65 100	60 300	55 100	55 200	51 400
12 years old	55 900	58 800	62 900	51 300	49 500

Note: Figures are based on the mid-year population estimates compiled by the Census and Statistics Department and rounded to the nearest hundred.

The projected mid-year school-age populations aged 3, 6 and 12 residing in Hong Kong from 2023 to 2027 are tabulated as follows –

Age	2023	2024	2025	2026	2027
3 years old	48 000	48 200	51 400	49 600	48 000
6 years old	57 300	53 300	52 000	48 700	48 500
12 years old	71 600	69 500	60 000	57 800	62 700

Note: The projections are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 and the “Projections of Population Distribution 2021-2029” released by the Planning Department in March 2021. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Figures are rounded to the nearest hundred.

- End -

CONTROLLING OFFICER'S REPLY

EDB185

(Question Serial No. 2759)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (300) Code of Aid for Primary Schools

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the demographic change in student population, small class teaching (SCT) and the arrangement for allocating more students per Primary One (P1) class, please give a breakdown of the following by school net in each district for the past 5 years –

the number of primary schools implementing SCT with a class size of 25 and its percentage share in the total number of primary schools in the respective districts; the total numbers of primary schools, school places and students in the respective districts; and the total numbers of schools, schools implementing SCT, P1 places and P1 students in each school net;

the average class size of public sector primary schools in each district and in the territory as a whole; and

the respective numbers of public sector primary schools with an average P1 class size of more than 25, fewer than 25 and exactly 25 students in each district.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 11)

Reply:

As indicated by the Chief Executive in the 2022 Policy Address, the Government will continue to implement small class teaching (SCT) in public sector primary schools in an orderly manner, with a view to achieving SCT in over 90% of these schools after 2 school years (i.e. the 2025/26 school year). Upon reviewing the latest situations such as the availability of classrooms, the demand for school places, the needs of school development and the availability of existing resources, the Education Bureau (EDB) has already arranged 31 schools to start implementing SCT in the 2023/24 and 2024/25 school years and arranged for 7 additional public sector primary schools to start implementing SCT in the 2024/25 school year. It is expected that by then, over 90% of the public sector primary schools will implement SCT, achieving the target one year in advance.

The number of public sector primary schools in each district and the territory, the number of schools implementing SCT (i.e. those allocated 25 students per Primary One (P1) class under the Primary One Admission (POA)) and its percentage share, the total number of P1 places, the total number of P1 students, the total number of primary school places and the total number of primary students from the 2018/19 to 2022/23 school years are tabulated at [Annex 1](#).

The P1 school nets provide a basis for allocation of school places in Part B of the Central Allocation stage under the POA. According to the existing arrangements, the provision of public sector primary school places is planned on a district basis. As statistics on the number of school places and students have always been collected on a district basis, a breakdown of such figures by school net is not available.

Over the past few years, EDB has adopted flexible measures after consulting the school sector. Such measures include temporarily allocating more students to each P1 class (“temporarily allocating more students”) to increase the supply of school places flexibly. The number of schools implementing SCT that have adopted the arrangement of temporarily allocating more students, their percentage share in the total number of primary schools in the respective districts, and their class sizes upon such allocation from the 2018/19 to 2022/23 school years are tabulated at [Annex 2](#).

The average class sizes of public sector primary schools in each district and the territory as a whole from the 2018/19 to 2022/23 school years are tabulated at [Annex 3](#).

The numbers of public sector primary schools in each district with average P1 class sizes of more than 25, fewer than 25 students and exactly 25 students from the 2018/19 to 2022/23 school years are tabulated at [Annex 4](#).

**Total number of students and school places in public sector primary schools
in each district from the 2018/19 to 2022/23 school years**

District [school-netting under POA System]	2018/19 school year					
	No. of public sector primary schools	No. [%] of schools with SCT	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	10 [62.5]	1 530	1 535	8 080	8 073
Wan Chai [School Net 12]	17	11 [64.7]	1 497	1 468	8 644	8 535
Eastern [School Nets 14 & 16]	24	15 [62.5]	3 132	3 088	17 082	17 105
Southern [School Net 18]	11	9 [81.8]	995	926	5 670	5 252
Sham Shui Po [School Net 40]	21	12 [57.1]	2 752	2 612	15 038	15 196
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	2 485	2 423	13 285	13 412
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	3 624	3 662	19 953	20 558
Wong Tai Sin [School Nets 43 & 45]	24	22 [91.7]	2 570	2 550	15 220	15 292
Kwun Tong [School Nets 46 & 48]	34	27 [79.4]	4 475	4 480	24 746	25 518
Tsuen Wan [School Net 62]	18	10 [55.6]	2 390	2 459	13 345	13 708
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	4 153	4 206	23 688	24 107
Yuen Long [School Nets 72, 73 & 74]	46	40 [87.0]	5 518	5 565	31 838	32 206
North [School Nets 80, 81 & 83]	28	18 [64.3]	3 436	3 507	19 941	20 392
Tai Po [School Net 84]	19	16 [84.2]	2 670	2 730	14 589	14 990
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	5 394	5 269	27 782	28 510
Sai Kung [School Net 95]	22	22 [100.0]	2 500	2 473	13 750	13 288
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	1 225	1 136	6 100	5 676
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	3 380	3 374	19 155	19 158
Total in Hong Kong	455	341 [74.9]	53 726	53 463	297 906	300 976

District [school-netting under POA System]	2019/20 school year					
	No. of public sector primary schools	No. [%] of schools with SCT	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	10 [62.5]	1 385	1 388	8 530	8 442
Wan Chai [School Net 12]	15	11 [73.3]	1 410	1 394	8 850	8 529
Eastern [School Nets 14 & 16]	25	15 [60.0]	2 827	2 716	16 551	16 913
Southern [School Net 18]	11	9 [81.8]	945	826	5 830	5 126
Sham Shui Po [School Net 40]	21	12 [57.1]	2 548	2 545	15 448	15 650
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	2 135	2 132	13 150	13 315
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	3 340	3 373	20 363	20 812
Wong Tai Sin [School Nets 43 & 45]	24	23 [95.8]	2 425	2 244	16 095	15 102
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	4 108	3 990	24 212	25 423
Tsuen Wan [School Net 62]	18	10 [55.6]	2 250	2 231	13 700	13 631
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	3 690	3 682	23 364	23 897
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	4 900	4 776	31 517	31 867
North [School Nets 80, 81 & 83]	28	19 [67.9]	2 820	2 833	19 363	19 701
Tai Po [School Net 84]	19	16 [84.2]	2 170	2 178	13 795	14 847
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	4 885	4 660	28 341	28 966
Sai Kung [School Net 95]	22	22 [100.0]	2 400	2 218	14 191	13 293
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	1 230	1 171	8 320	6 739
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	3 005	2 878	19 505	18 820
Total in Hong Kong	451	343 [76.1]	48 473	47 235	301 125	301 073

District [School-netting under POA System]	2020/21 school year					
	No. of public sector primary schools	No. [%] of schools with SCT	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	10 [62.5]	1 385	1 346	8 555	8 216
Wan Chai [School Net 12]	15	11 [73.3]	1 360	1 342	8 560	8 281
Eastern [School Nets 14 & 16]	25	15 [60.0]	2 799	2 576	17 205	16 358
Southern [School Net 18]	11	9 [81.8]	945	821	5 720	5 023
Sham Shui Po [School Net 40]	21	12 [57.1]	2 662	2 580	15 645	15 675
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	2 157	2 107	13 277	13 007
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	3 280	3 218	20 198	20 139
Wong Tai Sin [School Nets 43 & 45]	24	23 [95.8]	2 450	2 269	15 380	14 885
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	4 136	3 938	24 759	24 832
Tsuen Wan [School Net 62]	18	10 [55.6]	2 179	2 194	13 539	13 473
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	3 720	3 587	23 311	23 028
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	4 933	4 742	31 431	30 319
North [School Nets 80, 81 & 83]	28	21 [75.0]	2 725	2 622	18 820	18 696
Tai Po [School Net 84]	19	16 [84.2]	2 165	2 130	14 415	14 181
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	4 844	4 614	29 076	28 638
Sai Kung [School Net 95]	22	22 [100.0]	2 475	2 275	14 300	13 153
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	1 205	1 101	7 175	6 875
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	3 105	2 969	19 155	18 544
Total in Hong Kong	451	345 [76.5]	48 525	46 431	300 521	293 323

District [School-netting under POA System]	2021/22 school year					
	No. of public sector primary schools	No. [%] of schools with SCT	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	10 [62.5]	1 360	1 224	8 505	7 647
Wan Chai [School Net 12]	15	11 [73.3]	1 385	1 283	8 485	7 909
Eastern [School Nets 14 & 16]	25	15 [60.0]	2 620	2 396	16 980	15 456
Southern [School Net 18]	11	11 [100.0]	825	736	5 550	4 728
Sham Shui Po [School Net 40]	21	12 [57.1]	2 565	2 432	15 775	15 404
Yau Tsim Mong [School Nets 31 & 32]	18	10 [55.6]	2 000	1 973	13 127	12 424
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	3 230	3 117	20 098	19 001
Wong Tai Sin [School Nets 43 & 45]	24	24 [100.0]	2 300	2 085	15 110	14 078
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	3 802	3 697	24 601	23 989
Tsuen Wan [School Net 62]	18	10 [55.6]	2 080	2 026	13 439	12 852
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	3 615	3 405	23 061	21 727
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	4 696	4 478	30 722	28 881
North [School Nets 80, 81 & 83]	28	28 [100.0]	2 575	2 407	18 515	17 482
Tai Po [School Net 84]	19	16 [84.2]	2 010	1 970	14 010	13 222
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	4 475	4 272	29 078	27 641
Sai Kung [School Net 95]	22	22 [100.0]	2 300	1 993	14 300	12 583
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]	1 100	999	7 220	6 711
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	3 030	2 886	19 005	17 920
Total in Hong Kong	450	355 [78.9]	45 968	43 379	297 581	279 655

District [School-netting under POA System]	2022/23 school year					
	No. of public sector primary schools	No. [%] of schools with SCT	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western [School Net 11]	16	10 [62.5]	1 285	1 211	8 355	7 190
Wan Chai [School Net 12]	15	11 [73.3]	1 310	1 254	8 285	7 601
Eastern [School Nets 14 & 16]	25	15 [60.0]	2 420	2 188	16 480	14 481
Southern [School Net 18]	10	10 [100.0]	725	666	5 250	4 406
Sham Shui Po [School Net 40]	21	12 [57.1]	2 507	2 400	15 872	15 166
Yau Tsim Mong [School Nets 31 & 32]	18	10 [55.6]	1 900	1 833	12 852	11 752
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	3 105	3 018	19 948	18 118
Wong Tai Sin [School Nets 43 & 45]	24	24 [100.0]	2 150	1 989	14 590	13 387
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	3 645	3 510	24 361	23 166
Tsuen Wan [School Net 62]	18	10 [55.6]	1 990	1 899	13 249	12 125
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	3 420	3 276	22 536	20 491
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	4 575	4 432	29 895	27 175
North [School Nets 80, 81 & 83]	30	30 [100.0]	2 675	2 628	18 579	17 662
Tai Po [School Net 84]	18	16 [88.9]	1 870	1 838	13 359	12 075
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	4 190	4 086	28 753	26 306
Sai Kung [School Net 95]	22	22 [100.0]	2 125	2 009	13 800	11 980
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]	1 025	927	7 140	6 454
Kwai Tsing [School Nets 64, 65 & 66]	33	33 [100.0]	2 800	2 654	18 600	17 115
Total in Hong Kong	450	367 [81.6]	43 717	41 818	291 904	266 650

- Notes:**
1. Figures refer to schools participating in POA 2018, 2019, 2020, 2021 and 2022.
 2. Figures on total number of P1 students in each of the school years from 2018/19 to 2022/23 refer to enrolment in public sector schools by administrative district, instead of POA school net. Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.

**Districts in which schools implementing small class teaching (SCT) under Primary One Admission (POA)
that have adopted the arrangement of temporarily allocating more students are located,
number of such schools and class sizes upon such allocation**

2018/19 school year

District in which the school is located	North (school nets 80 and 81 only)	Yuen Long (school nets 73 and 74 only)	Tai Po	Sha Tin	Tuen Mun	Sham Shui Po	Tsuen Wan	Kowloon City (school nets 34 and 35 only)	Kwun Tong (school net 48 only)	Central and Western	Eastern (school net 14 only)	Yau Tsim Mong
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note)	16 [57%]	16 [76%]	16 [84%]	28 [72%]	30 [88%]	12 [57%]	10 [56%]	18 [75%]	18 [78%]	10 [63%]	5 [45%]	10 [53%]
Class size upon such allocation	28	31 for school net 73 33 for school net 74	30	31 for school net 88 30 for school net 89 33 for school net 91	28	32	30	30 for school net 34 32 for school net 35	30	30	33	30 for school net 31 33 for school net 32

2019/20 school year

District in which the school is located	Yuen Long (school nets 73 and 74 only)	Sha Tin	Sham Shui Po	Tsuen Wan	Kowloon City (school nets 35 only)	Kwun Tong	Eastern (school net 14 only)	Yau Tsim Mong (school net 32 only)
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note)	16 [76%]	28 [72%]	12 [57%]	10 [56%]	5 [71%]	27 [84%]	5 [45%]	5 [63%]
Class size upon such allocation	29 for school net 73 30 for school net 74	29 for school net 88 29 for school net 89 31 for school net 91	28	30	30	28	28	28

2020/21 school year

District in which the school is located	Yuen Long (school nets 73 and 74 only)	Sha Tin	Sham Shui Po	Tsuen Wan	Kwun Tong	Eastern (school net 14 only)	Yau Tsim Mong (school net 32 only)
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note)	16 [76%]	28 [72%]	12 [57%]	10 [56%]	27 [84%]	5 [45%]	5 [63%]
Class size upon such allocation	29 for school net 73 29 for school net 74	28 for school net 88 28 for school net 89 29 for school net 91	28	28	28	28	28

2021/22 school year

District in which the school is located	Yuen Long (school nets 73 and 74 only)	Sha Tin (school net 91 only)	Sham Shui Po	Kwun Tong (school net 46 only)
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note)	16 [76%]	10 [59%]	12 [57%]	8 [100%]
Class size upon such allocation	28	29	29	28

2022/23 school year

District in which the school is located	Sham Shui Po
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note)	12 [57%]
Class size upon such allocation	29

Note: Total number of schools refers to the number of schools participating in POA in the respective school years.

**Average class size of public sector primary schools in each district and the territory
from the 2018/19 to 2022/23 school years**

District	2018/19 school year	2019/20 school year	2020/21 school year	2021/22 school year	2022/23 school year
Central & Western	27.6	27.3	26.5	24.7	23.7
Wan Chai	26.2	26.2	25.6	24.7	24.2
Eastern	27.5	27.1	26.2	25.1	24.2
Southern	24.2	23.6	23.0	22.1	21.1
Sham Shui Po	29.4	29.7	29.6	29.2	28.8
Yau Tsim Mong	28.1	27.9	27.5	26.5	25.7
Kowloon City	28.3	28.4	27.7	26.3	25.2
Wong Tai Sin	25.3	24.8	24.4	23.4	22.8
Kwun Tong	27.9	27.9	27.3	26.7	25.9
Tsuen Wan	28.8	28.6	28.5	27.3	26.2
Tuen Mun	26.5	26.3	25.7	24.6	23.6
Yuen Long	27.1	26.9	26.0	25.2	24.1
North	29.6	28.9	27.8	26.4	25.4
Tai Po	30.7	30.5	28.8	26.9	25.1
Sha Tin	28.3	28.5	28.1	27.3	26.2
Sai Kung	24.0	23.5	22.9	21.9	21.2
Islands	23.0	24.5	24.2	23.4	22.5
Kwai Tsing	26.8	26.4	25.9	25.2	24.3
All districts	27.4	27.3	26.6	25.6	24.7

- Notes:** 1. Figures on the average class size in each of the school years from 2018/19 to 2022/23 refer to enrolment in public sector schools by administrative district, instead of POA school net. Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
2. Figures include government and aided ordinary primary schools, but not special schools.
3. School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

**Number of public sector primary schools by average Primary 1 (P1) class size and district
from the 2018/19 to 2022/23 school years**

District	2018/19 school year			2019/20 school year			2020/21 school year			2021/22 school year			2022/23 school year		
	No. of schools with an average class size of more than 25 students	No. of schools with an average class size of exactly 25 students	No. of schools with an average class size of fewer than 25 students	No. of schools with an average class size of more than 25 students	No. of schools with an average class size of exactly 25 students	No. of schools with an average class size of fewer than 25 students	No. of schools with an average class size of more than 25 students	No. of schools with an average class size of exactly 25 students	No. of schools with an average class size of fewer than 25 students	No. of schools with an average class size of more than 25 students	No. of schools with an average class size of exactly 25 students	No. of schools with an average class size of fewer than 25 students	No. of schools with an average class size of more than 25 students	No. of schools with an average class size of exactly 25 students	No. of schools with an average class size of fewer than 25 students
Central & Western	15	0	1	10	0	6	9	1	6	9	0	7	10	0	6
Wan Chai	8	0	7	8	0	7	8	0	7	6	0	9	7	0	8
Eastern	19	1	5	18	0	7	16	0	9	12	0	13	9	0	16
Southern	5	0	6	4	0	7	4	0	7	3	1	6	3	0	7
Sham Shui Po	15	0	6	16	0	5	16	1	4	14	1	6	15	1	5
Yau Tsim Mong	17	0	3	12	0	8	11	1	8	10	0	9	10	0	9
Kowloon City	27	0	5	22	2	8	21	1	10	18	1	13	18	0	14
Wong Tai Sin	14	0	11	7	1	17	10	3	12	6	2	17	9	1	15
Kwun Tong	31	0	3	24	1	7	22	0	10	18	1	13	17	0	15
Tsuen Wan	18	0	3	17	0	4	17	0	4	12	4	5	11	0	10
Tuen Mun	28	0	6	21	1	12	21	0	13	15	1	18	14	0	20
Yuen Long	30	5	11	25	2	18	27	0	18	25	1	19	24	0	21
North	25	0	3	20	1	7	13	0	15	12	3	15	17	0	13
Tai Po	17	0	2	15	0	4	12	1	6	12	1	6	10	0	8
Sha Tin	33	1	5	28	2	9	28	1	10	24	0	15	23	1	15
Sai Kung	13	0	9	8	2	12	5	2	15	6	1	15	7	0	15
Islands	7	0	9	6	2	8	7	0	9	4	0	12	2	0	14
Kwai Tsing	18	1	11	14	0	16	16	0	14	14	0	16	12	0	18

- Notes:**
1. Figures on the average P1 class size in each of the school years from 2018/19 to 2022/23 refer to enrolment in public sector schools by administrative district, instead of POA school net. Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
 2. Figures include government and aided ordinary primary schools, but not special schools.
 3. School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2760)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide information on the salaries of kindergarten (KG) teachers by KG type in the past five years –

the average salary of full-time teachers;

the median salary of full-time teachers;

the highest salary of full-time teachers; and

the lowest salary of full-time teachers.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 12)

Reply:

The respective average, median, highest and lowest salaries of kindergarten (KG) teachers by KG type from the 2018/19 to 2022/23 school years are tabulated below –

2018/19 school year

	Monthly salary of full-time (FT) teachers			
	Average salary	Median salary	Highest salary	Lowest salary
Local non-profit-making (NPM) KGs joining the Kindergarten Education Scheme (the Scheme) (excluding former aided child care centres (FACs))	\$26,701	\$24,685	\$70,340	\$8,360
FACs	\$27,792	\$25,790	\$46,563	\$13,045
Local NPM KGs not joining the Scheme	\$29,440	\$28,865	\$100,548	\$5,090
Local private independent (PI) KGs	\$26,727	\$24,222	\$88,744	\$11,000
Non-local KGs	\$32,646	\$28,211	\$117,094	\$4,400

2019/20 school year

	Monthly salary of FT teachers			
	Average salary	Median salary	Highest salary	Lowest salary
Local NPM KGs joining the Scheme (excluding FACs)	\$27,661	\$25,790	\$67,290	\$10,000
FACs	\$28,562	\$27,015	\$48,540	\$12,990
Local NPM KGs not joining the Scheme	\$31,078	\$30,165	\$109,746	\$15,735
Local PI KGs	\$28,141	\$25,600	\$100,916	\$11,400
Non-local KGs	\$33,565	\$29,000	\$117,094	\$10,000

2020/21 school year

	Monthly salary of FT teachers			
	Average salary	Median salary	Highest salary	Lowest salary
Local NPM KGs joining the Scheme (excluding FACs)	\$29,384	\$27,500	\$67,290	\$11,000
FACs	\$30,637	\$28,780	\$53,656	\$15,560
Local NPM KGs not joining the Scheme	\$32,092	\$31,750	\$109,746	\$16,000
Local PI KGs	\$28,768	\$26,480	\$101,754	\$13,000
Non-local KGs	\$35,331	\$30,000	\$117,094	\$12,000

2021/22 school year

	Monthly salary of FT teachers			
	Average salary	Median salary	Highest salary	Lowest salary
Local NPM KGs joining the Scheme (excluding FACs)	\$29,803	\$28,480	\$68,635	\$13,183
FACs	\$31,204	\$29,507	\$51,095	\$16,565
Local NPM KGs not joining the Scheme	\$30,996	\$30,235	\$81,778	\$15,587
Local PI KGs	\$29,474	\$27,030	\$113,520	\$12,000
Non-local KGs	\$35,676	\$31,028	\$117,094	\$6,425

2022/23 school year

	Monthly salary of FT teachers			
	Average salary	Median salary	Highest salary	Lowest salary
Local NPM KGs joining the Scheme (excluding FACs)	\$30,274	\$28,880	\$71,135	\$11,000
FACs	\$31,968	\$30,990	\$53,679	\$13,410
Local NPM KGs not joining the Scheme	\$32,202	\$30,990	\$123,459	\$10,474
Local PI KGs	\$29,939	\$27,775	\$122,457	\$10,300
Non-local KGs	\$37,325	\$32,477	\$124,656	\$12,000

Note:

1. Figures on salaries include teachers not holding a Certificate in Early Childhood Education or above qualification.
2. Figures (other than those of the 2020/21 school year which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years. Figures for the 2022/23 school year are provisional.
3. FACs refer to former aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services. They usually operate longer service hours.
4. Local PI KGs and non-local KGs are ineligible for joining the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB187

(Question Serial No. 2761)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please list the respective total numbers of Hong Kong students with special educational needs (SEN) pursuing further studies in sub-degree programmes, University Grant Committee-funded degree programmes, self-financing degree programmes, postgraduate programmes and overseas tertiary institutions in the recent 5 academic years, with a breakdown by the 9 main types of SEN.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 13)

Reply:

Based on the information provided by the post-secondary institutions, the number of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes in the University Grants Committee (UGC)-funded and non-UGC-funded institutions from the 2018/19 to 2022/23 academic years is set out at **Annex**. We do not have the information on the number of students with SEN pursuing overseas post-secondary programmes.

Number of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes by SEN type from the 2018/19 to 2022/23 academic years ^(Note 1)

2018/19 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	1	364	365	42	61	103
Autism Spectrum Disorders	1	110	111	42	24	66
Attention Deficit/Hyperactivity Disorder	-	155	155	61	66	127
Physical Disability	1	41	42	42	24	66
Visual Impairment	-	23	23	35	21	56
Hearing Impairment	-	85	85	89	30	119
Speech & Language Impairment	-	35	35	16	19	35
Mental Illness	2	132	134	62	46	108
Others (Note 2)	13	78	91	172	39	211
Total	18	1 023	1 041	561	330	891

2019/20 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	1	428	429	54	66	120
Autism Spectrum Disorders	3	111	114	56	21	77
Attention Deficit/Hyperactivity Disorder	-	196	196	83	52	135
Physical Disability	-	48	48	48	27	75
Visual Impairment	-	35	35	35	20	55
Hearing Impairment	2	90	92	90	30	120
Speech & Language Impairment	-	67	67	14	19	33
Mental Illness	3	171	174	89	56	145
Others (Note 2)	17	96	113	211	50	261
Total	26	1 242	1 268	680	341	1 021

2020/21 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	2	489	491	61	78	139
Autism Spectrum Disorders	7	155	162	70	32	102
Attention Deficit/Hyperactivity Disorder	-	237	237	94	73	167
Physical Disability	-	61	61	44	30	74
Visual Impairment	-	19	19	34	19	53
Hearing Impairment	3	84	87	73	46	119
Speech & Language Impairment	2	66	68	12	23	35
Mental Illness	2	206	208	128	64	192
Others (Note 2)	13	74	87	196	32	228
Total	29	1 391	1 420	712	397	1 109

2021/22 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	12	543	555	90	98	188
Autism Spectrum Disorders	7	146	153	82	44	126
Attention Deficit/Hyperactivity Disorder	8	261	269	144	80	224
Physical Disability	2	48	50	36	22	58
Visual Impairment	-	21	21	32	17	49
Hearing Impairment	2	87	89	81	37	118
Speech & Language Impairment	1	69	70	16	28	44
Mental Illness	3	254	257	198	87	285
Others (Note 2)	15	101	116	218	38	256
Total	50	1 530	1 580	897	451	1 348

2022/23 Academic Year (Provisional Figures)	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	9	531	540	111	121	232
Autism Spectrum Disorders	2	221	223	95	68	163
Attention Deficit/Hyperactivity Disorder	4	348	352	185	145	330
Physical Disability	2	44	46	30	33	63
Visual Impairment	-	25	25	36	20	56
Hearing Impairment	2	103	105	79	44	123
Speech & Language Impairment	-	131	131	13	39	52
Mental Illness	5	320	325	296	155	451
Others (Note 2)	7	106	113	277	18	295
Total	31	1 829	1 860	1 122	643	1 765

Notes:

1. The number of students with SEN is based on information declared by individual students of institutions.
2. Including multiple types of disabilities, visceral disability/chronic illness. The classification of SEN types varies across institutions and students may declare their disability status on a voluntary basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB188

(Question Serial No. 2762)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information by type of special schools:

- The number of classes at each grade level and total number of classes, the number of students at each grade level and total number of students, the number of teachers, the unit cost per school place, the class-to-teacher ratio, the teacher-to-student ratio and the unit cost per boarding place for the past 5 years and the coming year; and
- The number of students able to pursue further studies or receive vocational training (in post-secondary institutions, vocational training schools, etc.) after completing secondary education for the past 5 years, with a breakdown by type of institutions they enrolled in.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 14)

Reply:

The number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools for the school years from 2017/18 to 2022/23 are set out at Annex 1.

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

In general, special schools will help their students plan and apply for post-school placement according to their interests, capabilities and needs. Apart from further studies and vocational training, special school leavers may also receive vocational rehabilitation, day training or residential care services, etc. The number of students in different types of special schools who pursued further studies or received vocational training after completing secondary

education, as collected from special schools, for the school years from 2017/18 to 2021/22 is set out at Annex 2 with a breakdown by type of special schools.

The Education Bureau (EDB), Social Welfare Department, Vocational Training Council and Hong Kong Special Schools Council unanimously agree, upon deliberation, that the pathway classification previously adopted for school leavers should be adjusted to reflect more accurately the pursuit of further studies and vocational training by special school leavers. Starting from the 2018/19 school year, special schools have submitted information to EDB according to the adjusted pathway classification. Therefore, in Annex 2, the pathway classification from the 2018/19 to 2021/22 school years is different from the one adopted for the 2017/18 school year.

Number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools from the 2017/18 to 2022/23 school years

School type	2017/18 school year						
	No. of approved classes	No. of students (as at September 2017)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	15	112	43.1	359,000	183,500	1:2.9	1:2.6
Hearing Impairment	12	84	35	343,500	NA ^{Note 3}	1:2.9	1:2.4
Physical Disability	102	877	224.4	334,000	302,500	1:2.2	1:3.9
Mild Intellectual Disability Note 1	218	3 154	576.8	195,500	NA ^{Note 4}	1:2.6	1:5.5
Moderate Intellectual Disability Note 1	210	1 992	534.5	285,500	258,500	1:2.5	1:3.7
Severe Intellectual Disability Note 1	99	699	206.6	361,500	331,500	1:2.1	1:3.4
School for Social Development	89	594	191.5	200,000	NA ^{Note 5}	1:2.2	1:3.1
Hospital School	33	314	64.4	198,500	NA ^{Note 6}	1:2.0	1:4.9

Notes:

- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year, and the figures for this school are also categorised according to the respective class types.
- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
- 1 school for children with hearing impairment has completed mainstreaming in the 2018/19 school year. In the 2017/18 school year, its boarding section only provided a few boarding places based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- The Hospital School provides education services to hospitalised students and does not need to provide boarding service.

Number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools from the 2017/18 to 2022/23 school years

School type	2018/19 school year						
	No. of approved classes	No. of students (as at September 2018)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	15	110	43.1	397,500	194,000	1:2.9	1:2.6
Hearing Impairment	11	64	26	395,500	NA ^{Note 3}	1:2.4	1:2.5
Physical Disability	103	907	227.9	360,000	319,500	1:2.2	1:4.0
Mild Intellectual Disability Note 1	223	3 218	598	211,500	NA ^{Note 4}	1:2.7	1:5.4
Moderate Intellectual Disability Note 1	215	2 040	552.7	304,500	273,000	1:2.6	1:3.7
Severe Intellectual Disability Note 1	100	706	208.6	389,000	350,500	1:2.1	1:3.4
School for Social Development	88	614	191.4	220,000	NA ^{Note 5}	1:2.2	1:3.2
Hospital School	33	280	64.4	211,000	NA ^{Note 6}	1:2.0	1:4.3

Notes:

- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year, and the figures for this school are also categorised according to the respective class types.
- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
- The boarding section of 1 school for children with hearing impairment has commenced operation starting from the 2018/19 school year and provides a few boarding places. Calculation of average unit cost per boarding place is not applicable.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- The Hospital School provides education services to hospitalised students and does not need to provide boarding service.

Number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools from the 2017/18 to 2022/23 school years

School type	2019/20 school year						
	No. of approved classes	No. of students (as at September 2019)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	16	119	46.7	469,500	203,500	1:2.9	1:2.5
Hearing Impairment	11	71	27.5	441,000	375,500	1:2.5	1:2.6
Physical Disability	103	903	234.1	397,500	338,000	1:2.3	1:3.9
Mild Intellectual Disability Note 1	227	3 295	623.3	242,000	NA ^{Note 3}	1:2.7	1:5.3
Moderate Intellectual Disability Note 1	220	2 103	576.5	339,000	287,000	1:2.6	1:3.6
Severe Intellectual Disability Note 1	102	712	219.2	442,500	367,500	1:2.1	1:3.2
School for Social Development	93	647	204.1	249,000	NA ^{Note 4}	1:2.2	1:3.2
Hospital School	33	351	65.9	242,500	NA ^{Note 5}	1:2.0	1:5.3

Notes:

1. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year, and the figures for this school are also categorised according to the respective class types.
2. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
3. Schools for children with mild intellectual disability do not provide boarding service.
4. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
5. The Hospital School provides education services to hospitalised students and does not need to provide boarding service.

Number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools from the 2017/18 to 2022/23 school years

School type	2020/21 school year						
	No. of approved classes	No. of students (as at September 2020)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	18	125	51.6	477,000	211,000	1:2.9	1:2.4
Hearing Impairment	11	63	27.2	446,000	443,500	1:2.5	1:2.3
Physical Disability	103	880	234.1	403,500	395,500	1:2.3	1:3.8
Mild Intellectual Disability Note 1	233	3 314	645.7	251,000	NA ^{Note 3}	1:2.8	1:5.1
Moderate Intellectual Disability Note 1	232	2 188	607.4	349,000	338,000	1:2.6	1:3.6
Severe Intellectual Disability Note 1	105	708	229.9	455,000	440,500	1:2.2	1:3.1
School for Social Development	96	572	211.1	255,000	NA ^{Note 4}	1:2.2	1:2.7
Hospital School	34	373	67.7	241,000	NA ^{Note 5}	1:2.0	1:5.5

Notes:

1. Figures for the 5 schools for children with mild and moderate intellectual disability and 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the schools. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year, and the figures for this school are also categorised according to the respective class types.
2. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
3. Schools for children with mild intellectual disability do not provide boarding service.
4. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
5. The Hospital School provides education services to hospitalised students and does not need to provide boarding service.

Number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools from the 2017/18 to 2022/23 school years

School type	2021/22 school year						
	No. of approved classes	No. of students (as at September 2021)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	19	126	54.5	457,000	210,000	1:2.9	1:2.3
Hearing Impairment	11	57	27.2	453,500	442,500	1:2.5	1:2.1
Physical Disability	104	872	238.5	419,500	398,000	1:2.3	1:3.7
Mild Intellectual Disability Note 1	235	3 356	654.5	255,500	NA ^{Note 3}	1:2.8	1:5.1
Moderate Intellectual Disability Note 1	242	2 275	639.5	359,500	337,000	1:2.6	1:3.6
Severe Intellectual Disability Note 1	105	717	230.1	472,500	445,000	1:2.2	1:3.1
School for Social Development	97	596	214.8	259,500	NA ^{Note 4}	1:2.2	1:2.8
Hospital School	34	312	67.7	243,500	NA ^{Note 5}	1:2.0	1:4.6

Notes:

- Figures for the 6 schools for children with mild and moderate intellectual disability and 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the schools. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year, and another school for children with severe intellectual disability operates classes for children with moderate intellectual disability starting from the 2021/22 school year. The figures are also categorised according to the respective class types.
- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the schools for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- The Hospital School provides education services to hospitalised students and does not need to provide boarding service.

Number of approved classes, number of students, teaching staff establishment, average unit cost per school place, average unit cost per boarding place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools from the 2017/18 to 2022/23 school years

School type	2022/23 school year						
	No. of approved classes	No. of students (as at September 2022)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	19	122	54.8	423,500	215,000	1:2.9	1:2.2
Hearing Impairment	11	61	27.5	465,500	452,500	1:2.5	1:2.2
Physical Disability	102	854	235.1	432,500	406,000	1:2.3	1:3.6
Mild Intellectual Disability Note 1	237	3 418	670.7	268,000	NA ^{Note 3}	1:2.8	1:5.1
Moderate Intellectual Disability Note 1	247	2 329	663.4	368,500	343,000	1:2.7	1:3.5
Severe Intellectual Disability Note 1	106	728	242	485,500	456,000	1:2.3	1:3.0
School for Social Development	97	588	215.6	263,000	NA ^{Note 4}	1:2.2	1:2.7
Hospital School	37	289	70.8	247,500	NA ^{Note 5}	1:1.9	1:4.1

Notes:

1. Figures for the 6 schools for children with mild and moderate intellectual disability and 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the schools. 1 school for children with severe intellectual disability operates classes for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year, and another school for children with severe intellectual disability operates classes for children with moderate intellectual disability starting from the 2021/22 school year. The figures are also categorised according to the respective class types.
2. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the schools for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
3. Schools for children with mild intellectual disability do not provide boarding service.
4. Residential home services provided in schools for social development are subvented by the Social Welfare Department.
5. The Hospital School provides education services to hospitalised students and does not need to provide boarding service.

**Number of students in special schools
who pursued further studies or received vocational training
after completing secondary education from the 2017/18 to 2021/22 school years**

2017/18 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Local/Overseas tertiary institution	0	4	7	0	0	0	0	11
	The Hong Kong Institute of Vocational Education	1	6	0	0	0	0	0	7
	Diploma Yi Jin	3	0	0	0	1	0	0	4
	Youth College	2	0	1	0	0	0	0	3
Vocational Training	Shine Skills Centre	6	11	0	0	118	24	0	159
	Integrated Vocational Training Centre	2	1	0	0	52	1	0	56
	Integrated Vocational Training Centre – Residential Service	0	0	0	0	5	1	0	6
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	0	0	0	2	0	0	2
Total		14	22	8	0	178	26	0	248

HI: Hearing Impairment

PD: Physical Disability

SSD: Schools for Social Development

VI cum ID: Visual Impairment cum Intellectual Disability

MiID: Mild Intellectual Disability

MoID: Moderate Intellectual Disability

SID: Severe Intellectual Disability

Notes:

- The above figures are based on information collected from special schools as at September of the following school year. Students waitlisted for vocational training in the respective school years are not included.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in ordinary schools.

**Number of students in special schools
who pursued further studies or received vocational training
after completing secondary education from the 2017/18 to 2021/22 school years**

2018/19 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin	0	5	0	0	0	0	0	5
	Local tertiary institution	0	3	1	0	0	0	0	4
	Mainland/Overseas further studies	0	0	1	0	1	0	0	2
Vocational Training	Shine Skills Centre	0	20	0	0	92	11	0	123
	The Hong Kong Institute of Vocational Education	0	3	5	0	0	0	0	8
	Youth College	0	1	2	0	1	0	0	4
	Other vocational training programmes	0	0	3	0	0	0	0	3
	The Hong Kong Design Institute	0	2	0	0	0	0	0	2
Total		0	34	12	0	94	11	0	151

HI: Hearing Impairment PD: Physical Disability SSD: Schools for Social Development
 VI cum ID: Visual Impairment cum Intellectual Disability MiID: Mild Intellectual Disability
 MoID: Moderate Intellectual Disability SID: Severe Intellectual Disability

Notes:

- Starting from the 2018/19 school year, the pathway classification for special school leavers has been adjusted to reflect more accurately the pursuit of further studies and vocational training by school leavers. Upon adjustment, the Hong Kong Institute of Vocational Education and Youth College have been reclassified from “further studies” to “vocational training”. Since the Integrated Vocational Training Centre, Integrated Vocational Training Centre (Residential Service), On the Job Training Programme for Young People with Disabilities, “Sunnyway – On the Job Training for Young People with Disabilities”, “Enhancing Employment of People with Disabilities through Small Enterprise” Project, etc. are vocational rehabilitation services by nature, they are no longer included under “further studies” and “vocational training” in the above table. As such, the pathway classification and number of school leavers in the 2018/19 school year above are different from those in the 2017/18 school year.
- The above figures are based on information collected from special schools as at September of the following school year. Students waitlisted for vocational training in the respective school years are not included.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for the Hospital School are not included in view of the transitional nature of its education programmes.

**Number of students in special schools
who pursued further studies or received vocational training
after completing secondary education from the 2017/18 to 2021/22 school years**

2019/20 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin	0	2	0	0	0	0	0	2
	Local tertiary institution	0	6	2	0	0	0	0	8
	Mainland/Overseas further studies	0	0	5	0	0	0	0	5
Vocational Training	Shine Skills Centre	4	17	0	0	111	4	0	136
	The Hong Kong Institute of Vocational Education	0	7	1	0	0	0	0	8
	Youth College	2	1	4	0	0	0	0	7
	Other vocational training programmes	0	1	6	0	0	0	0	7
	Construction Industry/ Clothing Industry Training	0	0	1	0	0	0	0	1
Total		6	34	19	0	111	4	0	174

HI: Hearing Impairment PD: Physical Disability SSD: Schools for Social Development
 VI cum ID: Visual Impairment cum Intellectual Disability MiID: Mild Intellectual Disability
 MoID: Moderate Intellectual Disability SID: Severe Intellectual Disability

Notes:

- Starting from the 2018/19 school year, the pathway classification for special school leavers has been adjusted to reflect more accurately the pursuit of further studies and vocational training by school leavers. Upon adjustment, the Hong Kong Institute of Vocational Education and Youth College have been reclassified from “further studies” to “vocational training”. Since the Integrated Vocational Training Centre, Integrated Vocational Training Centre (Residential Service), On the Job Training Programme for Young People with Disabilities, “Sunnyway – On the Job Training for Young People with Disabilities”, “Enhancing Employment of People with Disabilities through Small Enterprise” Project, etc. are vocational rehabilitation services by nature, they are no longer included under “further studies” and “vocational training” in the above table. As such, the pathway classification and number of school leavers in the 2019/20 school year above are different from those in the 2017/18 school year.
- The above figures are based on information collected from special schools as at September of the following school year. Students waitlisted for vocational training in the respective school years are not included.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the school.
- Figures for the Hospital School are not included in view of the transitional nature of its education programmes.

**Number of students in special schools
who pursued further studies or received vocational training
after completing secondary education from the 2017/18 to 2021/22 school years**

2020/21 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin	0	1	0	0	0	0	0	1
	Local tertiary institution	0	3	10	0	0	0	0	13
	Mainland/Overseas further studies	0	0	3	0	0	0	0	3
Vocational Training	Shine Skills Centre	1	14	0	0	124	9	0	148
	The Hong Kong Institute of Vocational Education	2	1	6	0	0	0	0	9
	Youth College	0	0	1	0	2	0	0	3
	Other vocational training programmes	1	8	10	0	0	0	0	19
	Construction Industry/ Clothing Industry Training	0	0	0	0	1	0	0	1
Total		4	27	30	0	127	9	0	197

HI: Hearing Impairment PD: Physical Disability SSD: Schools for Social Development
 VI cum ID: Visual Impairment cum Intellectual Disability MiID: Mild Intellectual Disability
 MoID: Moderate Intellectual Disability SID: Severe Intellectual Disability

Notes:

- Starting from the 2018/19 school year, the pathway classification for special school leavers has been adjusted to reflect more accurately the pursuit of further studies and vocational training by school leavers. Upon adjustment, the Hong Kong Institute of Vocational Education and Youth College have been reclassified from “further studies” to “vocational training”. Since the Integrated Vocational Training Centre, Integrated Vocational Training Centre (Residential Service), On the Job Training Programme for Young People with Disabilities, “Sunnyway – On the Job Training for Young People with Disabilities”, “Enhancing Employment of People with Disabilities through Small Enterprise” Project, etc. are vocational rehabilitation services by nature, they are no longer included under “further studies” and “vocational training” in the above table. As such, the pathway classification and number of school leavers in the 2020/21 school year above are different from those in the 2017/18 school year.
- The above figures are based on information collected from special schools as at September of the following school year. Students waitlisted for vocational training in the respective school years are not included.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the school.
- Figures for the Hospital School are not included in view of the transitional nature of its education programmes.

**Number of students in special schools
who pursued further studies or received vocational training
after completing secondary education from the 2017/18 to 2021/22 school years**

2021/22 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin	0	1	2	0	0	0	0	3
	Local tertiary institution	0	6	1	0	0	0	0	7
	Mainland/Overseas further studies	0	0	1	0	0	0	0	1
Vocational Training	Shine Skills Centre	2	4	0	0	112	12	0	130
	The Hong Kong Institute of Vocational Education	0	9	1	0	0	0	0	10
	Youth College	0	2	6	0	2	0	0	10
	Other vocational training programmes	0	0	4	0	10	0	0	14
	Construction Industry/ Clothing Industry Training	0	0	0	0	0	0	0	0
Total		2	22	15	0	124	12	0	175

HI: Hearing Impairment PD: Physical Disability SSD: Schools for Social Development
 VI cum ID: Visual Impairment cum Intellectual Disability MiID: Mild Intellectual Disability
 MoID: Moderate Intellectual Disability SID: Severe Intellectual Disability

Notes:

- Starting from the 2018/19 school year, the pathway classification for special school leavers has been adjusted to reflect more accurately the pursuit of further studies and vocational training by school leavers. Upon adjustment, the Hong Kong Institute of Vocational Education and Youth College have been reclassified from “further studies” to “vocational training”. Since the Integrated Vocational Training Centre, Integrated Vocational Training Centre (Residential Service), On the Job Training Programme for Young People with Disabilities, “Sunnyway – On the Job Training for Young People with Disabilities”, “Enhancing Employment of People with Disabilities through Small Enterprise” Project, etc. are vocational rehabilitation services by nature, they are no longer included under “further studies” and “vocational training” in the above table. As such, the pathway classification and number of school leavers in the 2021/22 school year above are different from those in the 2017/18 school year.
- The above figures are based on information collected from special schools as at September of the following school year. Students waitlisted for vocational training in the respective school years are not included.
- Figures for the 6 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the school.
- Figures for the Hospital School are not included in view of the transitional nature of its education programmes.+-

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 2763)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise whether the Government has conducted a comparative research on the training requirements for teachers supporting students with special educational needs; if yes, of the details; if no, of the reasons.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 15)

Reply:

The Education Bureau (EDB) attaches great importance to teachers' professional development and provides various modes of professional training for teachers. To tie in with the three-tier intervention model advocated by EDB for supporting students with special educational needs (SEN) and to enhance teachers' professional capacity in catering for these students, EDB launched a teacher professional development framework (Framework) on integrated education (IE) in the 2007/08 school year. Under the Framework, structured training programmes pitched at three levels, i.e. Basic, Advanced and Thematic Courses (BAT Courses), are provided for serving teachers and training targets are set. Schools are required to arrange teachers to take the BAT Courses in a systematic manner so as to enhance the effectiveness of implementing IE in schools. EDB has been reviewing and monitoring the training targets and arrangements of the BAT Courses, the training progress of teachers in catering for students with SEN, the types and numbers of students with SEN as well as the views of stakeholders on a regular basis, with a view to adjusting the training contents and setting training targets for schools. Our communication with the sector reveals that the feedback from school personnel and other stakeholders on the BAT Courses is favourable and positive.

Starting from the 2009/10 school year, EDB has provided all public sector ordinary schools with a written update on their teacher training position each year to facilitate their planning for teacher professional development. We have been closely monitoring the training progress of teachers in public sector ordinary schools and collecting views from stakeholders.

In the 2021/22 school year, EDB, in consultation with the sector, has further raised the training targets, requiring each public sector ordinary schools to have at least 80% of teachers having completed the Basic Course, at least 20% of teachers having completed the Advanced Course and at least 25% of teachers having completed the Thematic Courses by the end of 2026/27 school year.

To support schools in achieving the training targets, we have organised online Basic Course starting from the 2021/22 school year to enable teachers to take the course more flexibly. In addition, we have increased the number of training places for the BAT Courses so that schools can arrange more teachers to receive structured training in special education, thereby further enhancing teachers' professional capacity in supporting students with SEN.

As regards pre-service training, there is a regular mechanism in EDB to maintain communications with teacher education universities (TEUs) and exchange views on matters such as teacher manpower demand and teacher training contents, including training requirements for teachers on catering for students with SEN. This is to encourage TEUs to introduce relevant compulsory and elective modules in the programmes to enhance the pre-service training for teachers. At present, all TEUs have included a component on catering for students with SEN in their teacher education programmes to equip prospective teachers with relevant knowledge and skills. Moreover, regarding teacher education programmes on special education under the 2022-25 triennial planning cycle of human resources for the teaching profession, the University Grants Committee-funded institutions provide about 38 places for part-time Postgraduate Diploma in Education programme and 130 places for mixed-mode Bachelor of Education programme annually for individuals who aspire to be special education teachers.

On the whole, the proactive adoption of the Whole School Approach in Hong Kong is in line with the global trend in the development of IE. We will continue to keep in view the training progress at school level and arrange teachers to receive training in special education in a systematic manner. We will also timely review the training targets according to the overall training position of school teachers, and maintain close liaison with TEUs on special education training.

- End -

CONTROLLING OFFICER'S REPLY

EDB190

(Question Serial No. 2765)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the policy of one school social worker for each school in primary schools, please provide the information for the past 3 years:

- (1) How many schools employed social workers on their own?
- (2) How many schools procured services from non-governmental organisations?
- (3) How many schools employed Student Guidance Teachers instead of social workers?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 17)

Reply:

(1) to (3)

To enable schools to better cater for the developmental needs of students, the Government has increased resources for public sector primary schools from the 2018/19 school year through a new funding mode to facilitate the early implementation of the policy of “one school social worker for each school” in public sector primary schools according to their school-based circumstances. Primary schools that have employed Student Guidance Teachers (SGTs) or Student Guidance Officers (SGOs) or received the Student Guidance Service Grant (SGSG) can carry on with their existing arrangement. The new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources. It will further enhance the overall quality of guidance services by ensuring that every public sector school is served by at least one school-based registered graduate social worker with professional qualifications. Under the New Funding Mode, schools may opt to create a regular Assistant Social Work Officer (ASWO) post for the sake of manpower stability, or to receive the School Social Work Service Grant (SSWSG) for employing a school-based registered graduate social worker or hiring the service of a school-based registered graduate social worker from a social work service provider having regard to their own circumstances.

The number of public sector primary schools provided with regular ASWO posts, SSWSG, SGTs, SGOs or SGSG for the 2019/20 to 2021/22 school years are as follows :

Student guidance services provided	Number of schools		
	2019/20	2020/21	2021/22
Regular ASWO posts	53	60	76
SSWSG	256	272	284
SGTs, SGOs or SGSG	146	123	96

- End -

CONTROLLING OFFICER'S REPLY

EDB191

(Question Serial No. 2766)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students with special educational needs (SEN) studying in pre-primary schools/kindergartens in the territory, and their percentage shares in each school in the past 5 years. Please give a breakdown of number of students by SEN type (such as hearing impairment and autism spectrum disorders).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 18)

Reply:

The Government has been adopting the principles of early identification, early intervention and cross-sector collaboration to provide various services for children with special needs or at risk of developmental delay through the concerted efforts of different bureaux and departments. The Education Bureau does not maintain information on students with special needs attending pre-primary schools/kindergartens.

- End -

CONTROLLING OFFICER'S REPLY

EDB192

(Question Serial No. 2769)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students with special educational needs (SEN) studying in primary and secondary schools in the territory, and their percentage share in schools in the past 5 years. Please give a breakdown of number of students by SEN type (such as hearing impairment and autism spectrum disorder).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 22)

Reply:

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools, and their percentage share of students studying in public sector ordinary primary and secondary schools in the past 5 years (from the 2017/18 to 2021/22 school years) are tabulated as follows –

School Year	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	22 980 (7.8%)	25 010 (8.3%)	27 320 (9.1%)	28 650 (9.8%)	29 310 (10.5%)
Secondary	22 380 (8.6%)	24 070 (9.4%)	25 860 (10.1%)	27 990 (10.9%)	29 580 (11.6%)

The number of students with SEN studying in public sector ordinary primary and secondary schools by SEN type in the past 5 school years is set out at Annex.

**Number of students with SEN
studying in public sector ordinary primary and secondary schools by SEN type
from the 2017/18 to 2021/22 school years**

School Year	School Level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/Hyperactivity Disorder	Mental Illness	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2017/18	Primary	690	5 430	4 670	-	9 250	120	40	350	2 430
	Secondary	830	3 280	5 860	-	11 460	170	70	340	370
2018/19	Primary	760	5 690	5 110	60	10 370	110	40	360	2 510
	Secondary	830	3 840	6 780	310	11 430	150	60	310	360
2019/20	Primary	810	6 400	5 500	70	11 200	110	30	390	2 810
	Secondary	790	4 410	7 660	500	11 480	140	60	310	510
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620

Note:

Figures refer to the position as at September of the respective school years. Starting from the 2017/18 school year, the Learning Support Grant has covered students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students. Hence, the number of students with MI in the 2017/18 school year is not included in the above table. In addition, given that some parents or students are not willing to have their information submitted to the Education Bureau by the schools, we assume that the number reported by schools may be smaller.

- End -

CONTROLLING OFFICER'S REPLY

EDB193

(Question Serial No. 2770)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses, (700) General non-current

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the total expenditures and the number of attendance for the assessments and follow-up services for primary and secondary students in the past 5 years. Please also provide the expenditures of various assessments and follow-up services by type of special educational needs (such as hearing impairment and autism spectrum disorder), including but not limited to treatment, training and counselling.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 24)

Reply:

The Government attaches great importance to the growth and development of students with special educational needs (SEN) and has been adopting the principles of early identification, early intervention and cross-sector collaboration to provide diverse and comprehensive support services for them through the concerted efforts of various government bureaux and departments. In brief, the Health Bureau and the Hospital Authority provide assessment and medical services while the Education Bureau (EDB) provides learning support to help students with SEN to overcome their limitations, attain the learning level in accordance with their abilities, and develop their potential.

The Child Assessment Service (CAS) of the Department of Health (DH) provides comprehensive assessments and diagnosis to children under 12 years of age who are suspected to have developmental problems. After assessment, rehabilitation and follow-up plans will be formulated according to the individual needs of children. Children will be referred to other appropriate services for appropriate medical, training and education services. CAS will provide interim support to the children's parents. The expenditure and service details from 2018-19 to 2021-22 are as follows –

	2018-19	2019-20	2020-21	2021-22	2022-23
Expenditure on CAS ^{Note 1} (\$ million)	140	150	160	150	150 (Estimate)
No. of Attendance for CAS ^{Note 2}	39 327	38 005	27 281	35 378	28 802

Notes:

1. DH does not maintain statistics on the breakdown of expenditure by type of developmental disorders.
2. Figures include children under 12 years of age receiving the service. CAS does not maintain statistics on the number of primary and secondary students receiving the service by learning stages.

To help public sector ordinary schools cater for students with SEN, EDB has all along been providing schools with additional resources, professional support and teacher training. At primary and secondary levels, ordinary schools are required to adopt the Whole School Approach to provide support for students with SEN according to their needs. With reference to their assessment information and performance in various aspects like learning, emotion and behaviour, schools will provide the students with appropriate school-based support such as quality teaching in classroom, arrangement for supplemental training in small group, individual training and counselling, and individualised support. Schools may flexibly and strategically deploy the manpower and resources provided by EDB, including Special Educational Needs Coordinators, Special Educational Needs Support Teachers and Learning Support Grant, and pool together other school-based and community resources to provide comprehensive and flexible services.

In parallel, EDB provides the School-based Educational Psychology Service for all public sector ordinary primary and secondary schools in the territory. Under a comprehensive and integrated service model, school-based educational psychologists (EPs) pay regular visits to schools to provide service at the school system, teacher support and student support levels to enhance the professional capacity of schools in catering for the different educational needs of students. Schools will refer the students concerned to school-based EPs for assessment or support when necessary. In addition, through the Enhanced School-based Speech Therapy Service, Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder, Tiered Intervention Model on the Teaching of Chinese Language for Students with Specific Learning Difficulties in Reading and Writing, Resource Support Programme for Visually Impaired Students and Enhanced Support Service for Students with Hearing Impairment and others, EDB strengthens the support to schools in catering for students' needs. Schools will holistically and flexibly deploy their resources to provide students with appropriate support, taking into account the circumstances of individual students with SEN. Since each school's context is different, and school-based support services vary depending on the actual needs of students with SEN, EDB does not have a breakdown of the number of attendance and expenditure for the assessments and follow-up services of students by type of SEN.

The number of students with SEN studying in public sector ordinary schools and the total expenditure on the additional support and services from the 2017/18 to 2021/22 school years are tabulated as follows –

School year	2017/18	2018/19	2019/20	2020/21	2021/22
No. of students with SEN	45 360	49 080	53 180	56 640	58 890
Expenditure (\$ million)	1,638	1,977	3,162	3,394	3,588

- End -

CONTROLLING OFFICER'S REPLY

EDB194

(Question Serial No. 2771)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses, (700) General non-current

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the support service/training for primary and secondary students, please provide the number of training hours required, the service attendance and the respective expenditure by type of special educational needs (such as hearing impairment and autism spectrum disorder) in the past 5 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 25)

Reply:

The Government attaches great importance to the growth and development of students with special educational needs (SEN) and has been adopting the principles of early identification, early intervention and cross-sector collaboration to provide diverse and comprehensive support services for them through the concerted efforts of various government bureaux and departments. In brief, the Health Bureau and the Hospital Authority provide assessment and medical services while the Education Bureau (EDB) provides learning support to help students with SEN to overcome their limitations, attain the learning level in accordance with their abilities, and develop their potential.

The Child Assessment Service (CAS) of the Department of Health provides comprehensive assessments and diagnosis to children under 12 years of age who are suspected to have developmental problems. After assessment, rehabilitation and follow-up plans will be formulated according to the individual needs of children. Children will be referred to other appropriate services for appropriate medical, training and education services. CAS will provide interim support to the children's parents, but will not provide training to primary and secondary students.

To help public sector ordinary schools cater for students with SEN, EDB has all along been providing schools with additional resources, professional support and teacher training. At primary and secondary levels, ordinary schools are required to adopt the Whole School

Approach to provide support for students with SEN according to their needs through the 3-Tier Intervention Model. Under the 3-Tier Intervention Model, Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through quality teaching in regular classrooms. Schools are not required to provide information of the students concerned to EDB. Tier-2 support refers to additional support/“add-on” intervention, such as small group learning, after-school remedial programmes and pull-out programmes for students with persistent learning or adjustment difficulties. Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties. Schools are required to draw up Individual Education Plans for students requiring Tier-3 support.

EDB also provides support to schools in catering for students’ needs through the School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder, Tiered Intervention Model on the Teaching of Chinese Language for Students with Specific Learning Difficulties in Reading and Writing, Resource Support Programme for Visually Impaired Students and Enhanced Support Service for Students with Hearing Impairment and others. Schools will holistically and flexibly deploy the additional resources and manpower and pool together other school-based and community resources to provide students with appropriate support, taking into account the circumstances of individual students with SEN. Since each school’s context is different, and school-based support services vary depending on the actual needs of students with SEN, we do not compile statistics on the training hours and service attendance of students by type of SEN.

The number of students with SEN studying in public sector ordinary schools and the total expenditure on the additional support and services from the 2017/18 to 2021/22 school years are tabulated as follows –

School Year	2017/18	2018/19	2019/20	2020/21	2021/22
No. of students with SEN	45 360	49 080	53 180	56 640	58 890
Expenditure (\$ million)	1,638	1,977	3,162	3,394	3,588

- End -

CONTROLLING OFFICER'S REPLY

EDB195

(Question Serial No. 2785)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please use the table below to provide the number of students with special educational needs (SEN) in public sector ordinary schools by SEN type –

School Year	2021/22		2022/23	
	Primary	Secondary	Primary	Secondary
Specific Learning Difficulties				
Intellectual Disability				
Autism Spectrum Disorder				
Attention Deficit/Hyperactivity Disorder				
Physical Disability				
Visual Impairment				
Hearing Impairment				
Speech and Language Impairment				
Mental Illness				
Total				

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 43)

Reply:

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by SEN type in the 2021/22 and 2022/23 school years is tabulated below –

School Year	2021/22		2022/23	
	Primary	Secondary	Primary	Secondary
Specific Learning Difficulties	11 590	12 450	12 190	12 950
Intellectual Disability	990	790	1 090	800
Autism Spectrum Disorder	6 930	5 460	6 850	5 840
Attention Deficit/ Hyperactivity Disorder	5 830	9 000	5 750	9 290
Physical Disability	110	150	100	150
Visual Impairment	30	60	40	50
Hearing Impairment	370	270	350	260
Speech and Language Impairment	3 330	620	3 380	700
Mental Illness	130	780	160	1 010
Total	29 310	29 580	29 910	31 050

Note: Figures refer to the position as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 2786)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What was the amount of the Learning Support Grant disbursed to all public sector ordinary schools in the territory in each of the past 3 financial years/school years?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 44)

Reply:

To help public sector ordinary schools cater for students with special educational needs, on top of the regular subvention, the Education Bureau has been providing schools with additional resources, professional support and teacher training. The Learning Support Grant (LSG) is a major additional resource. Schools may flexibly and strategically deploy the additional manpower and LSG, and pool together other school-based and community resources to provide appropriate support services to students in need. The expenditure involved in the disbursement of the LSG to public sector ordinary schools from the 2019/20 to 2021/22 school years was \$745 million, \$764 million and \$788 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB197

(Question Serial No. 3110)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise of the number of students with disabilities currently waiting for special schools and the waiting time. Please provide the breakdown by type of disability.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 29)

Reply:

The Education Bureau (EDB) adopts a dual-track mode in providing education services to students with special educational needs (SEN). We will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to appropriate aided special schools. As for other students with SEN, they will attend ordinary schools under the policy of integrated education (IE) implemented by EDB.

Overall speaking, there are sufficient aided special school places at present. Basically, if parents follow the placement arrangement to special schools made by EDB for their children, waiting for school places is not required. Separately, EDB is planning and constructing more new special schools to ensure the provision of sufficient subsidised special school places to cater for the needs of children with intellectual disability and to address the needs of boarding places for children with moderate intellectual disability.

Under the IE policy, ordinary schools provide learning support to students with SEN through the Whole School Approach and cross-sector collaboration. Schools may flexibly and strategically deploy the manpower and resources provided by EDB, including Special Educational Needs Coordinators, Special Educational Needs Support Teachers and Learning Support Grant, and pool together other school-based and community resources to provide comprehensive and flexible services. EDB also provides professional support to schools, including the School-based Educational Psychology Service, School-based Speech Therapy Service and support programme for students with Autism Spectrum Disorder, to help students with SEN overcome their limitations and learning difficulties.

- End -

CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 3283)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

As the Government has been providing support for students with special educational needs (SEN) over the years, will there be any relevant development and support plans in the future? What is the estimated expenditure? What is the expenditure of the relevant programmes designated for primary and secondary schools?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 136)

Reply:

In recent years, the Government has continued to increase resources allocated to the implementation of integrated education (IE) in public sector ordinary schools. The estimated expenditure for providing additional support and services for students with special educational needs (SEN) in public sector ordinary schools in the 2023-24 financial year is about \$3.8 billion, which represents an increase of 41% compared with \$2.7 billion in the 2019-20 financial year. Starting from the 2019/20 school year, the Education Bureau (EDB) has implemented the following enhanced measures:

- restructuring various subvented programmes for IE, extending the Learning Support Grant (LSG) to all public sector ordinary schools and multiplying the grant rate of LSG for tier-3 support;
- upgrading the post of Special Educational Needs Coordinator to a promotion rank and providing regular teaching posts titled Special Educational Needs Support Teacher in public sector ordinary schools with a comparatively large number of students with SEN;
- providing the Grant for Supporting Non-Chinese Speaking (NCS) Students with Special Educational Needs to public sector ordinary schools admitting NCS students with SEN;
- further extending the Enhanced School-based Educational Psychology Service and creating school-based speech therapist posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service; and
- launching the Strength-based Programme under the Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder (ASD) in the 2021/22 school year, and expanding the Programme in the 2022/23 school year, with a

view to helping senior secondary students with ASD unleash their potential and strengthen life planning.

Schools should pool together their resources and deploy them holistically and flexibly. EDB will continue to review and enhance the measures on a need basis to provide appropriate support services for students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 3284)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What was the expenditure on services provided by special schools in the past 5 years (with a breakdown by type of disability)? What are the current number of service providers and the number of students with disabilities receiving the services (with a breakdown by type of disability)? What were the numbers of new service items/schools and the numbers of students with disabilities receiving the services in the past 5 years?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 137)

Reply:

The Government has all along attached importance to special education and the support for students with special educational needs, and considered special education as an integral part of the education system. In the 2022-23 financial year, the Government's expenditure on special education is about \$3.5 billion, representing an increase of nearly 30% as compared to about \$2.7 billion in the 2018-19 financial year. The Government does not maintain a breakdown of expenditure by type of disability. The Government's overall expenditure on special education from the 2018-19 to 2022-23 financial years is tabulated as follows:

Financial Year	2018-19 (Actual)	2019-20 (Actual)	2020-21 (Actual)	2021-22 (Actual)	2022-23 (Revised estimate)
Expenditure (\$ billion)	2.7	3.0	3.2	3.3	3.5

In the 2022/23 school year, there are 62 aided special schools in Hong Kong with a total of around 8 400 students, representing an increase of 2 schools and 450 students when compared with the 2018/19 school year. The number of aided special schools and number of students by type from the 2018/19 to 2022/23 school years are set out at Annex.

**Number of aided special schools and number of students by type
from the 2018/19 to 2022/23 school years**

Type	2018/19		2019/20		2020/21		2021/22		2022/23		Comparison between the 2018/19 and the 2022/23 school years	
	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students
School for Children with Visual Impairment	2	110	2	119	2	125	2	126	2	122	0	+12
School for Children with Hearing Impairment	1	64	1	71	1	63	1	57	1	61	0	-3
School for Children with Physical Disability	7	907	7	903	7	880	7	872	7	854	0	-53
School for Social Development	8	614	8	647	8	572	8	596	8	588	0	-26
School for Children with Intellectual Disability	41	5 964	41	6 110	42	6 210	43	6 348	43	6 475	+2	+511
Hospital School	1	280	1	351	1	373	1	312	1	289	0	+9
Total	60	7 939	60	8 201	61	8 223	62	8 311	62	8 389	+2	+450

Notes: Figures refer to the position as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB200

(Question Serial No. 3285)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the service need of people with disabilities, will the Government formulate relevant development and support plans in the future? What is the estimated expenditure? (for example, the number of new schools and the number of students)

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 138)

Reply:

The Government has all along attached importance to special education and the support for students with special educational needs, and considered special education as an integral part of the education system. In the 2022-23 financial year, the Government's expenditure on special education is about \$3.5 billion, representing an increase of nearly 30% as compared to about \$2.7 billion in the 2018-19 financial year. In the 2022/23 school year, there are 62 aided special schools in Hong Kong with a total of around 8 400 students.

In the 2023/24 school year, it is estimated that the number of aided special schools will remain unchanged, while the number of students will be increased to about 8 750 and the Government's estimated expenditure on special education is about \$3.8 billion. To ensure the provision of sufficient special school places to cater for the needs of children with intellectual disability and to address the needs of boarding places for children with moderate intellectual disability (MoID), the Education Bureau is currently constructing 2 new campuses for special schools, including a 12-classroom special school for children with mild intellectual disability (MiID), and a 24-classroom special school for children with MiID and MoID with boarding places. The construction work is expected to be completed in 2026 at an estimated cost of about \$800 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB201

(Question Serial No. 3286)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the following by type of disabilities: the expenditure on relevant support services (such as various treatments and training) provided to special school students; and the expected increase in expenditure on the services, service hours and number of students served.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 139)

Reply:

In the 2022/23 school year, there are a total of 62 aided special schools in the territory, providing education and relevant support services to around 8 400 students. Given that the majority of special school students are children with more severe or multiple disabilities, specialist staff such as occupational therapists, physiotherapists, speech therapists, nurses, educational psychologists and school social workers (SSW) are provided by the Education Bureau (EDB) for special schools, depending on the disabilities or learning difficulties of their students. Apart from various specialist staff, EDB also provides special schools with additional resources according to the needs of schools and students in addition to regular subvention, for example, additional grant to support students with medical complexity, additional grant to enhance the care for 24-hour ventilator-assisted students and consultation service grant for SSW. Special schools will optimise the use of their manpower and resources to facilitate multi-disciplinary collaboration, with a view to catering for the different special educational needs of students. As expenditures involved in relevant measures are subsumed under the Government's overall expenditure on special education, a breakdown of expenditure by item is not available. The Government's expenditure on special education has increased from about \$3 billion in the 2019-20 financial year to an estimate of about \$3.8 billion in the 2023-24 financial year, representing an increase of 27%. EDB will continue to review the implementation of special education and listen to the views of different stakeholders, so as to improve the implementation of various measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB202

(Question Serial No. 3288)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools, and their percentage share in the total number of students in each of the past 3 years. (Please give a breakdown by SEN type)

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 141)

Reply:

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools, and their percentage share of students studying in public sector ordinary primary and secondary schools in the past 3 years (from the 2019/20 to 2021/22 school years) are tabulated as follows –

School Year	2019/20	2020/21	2021/22
Primary	27 320 (9.1%)	28 650 (9.8%)	29 310 (10.5%)
Secondary	25 860 (10.1%)	27 990 (10.9%)	29 580 (11.6%)

The number of students with SEN studying in public sector ordinary primary and secondary schools by SEN type in the past 3 school years is set out at Annex.

**Number of students with SEN
studying in public sector ordinary primary and secondary schools
from the 2019/20 to 2021/22 school years**

School Year	School Level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/ Hyperactivity Disorder	Mental Illness	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2019/20	Primary	810	6 400	5 500	70	11 200	110	30	390	2 810
	Secondary	790	4 410	7 660	500	11 480	140	60	310	510
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620

Note: Figures refer to the position as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB203

(Question Serial No. 3289)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the total number of students with various types of special educational needs in primary, secondary and special schools in Hong Kong over the past 5 years, with a breakdown by school type (i.e. government, aided, Direct Subsidy Scheme and private schools), grade level (Kindergarten 1 to Secondary 6), age and gender.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 142)

Reply:

The Education Bureau (EDB) has been keeping information on students with special educational needs (SEN) by school type, grade level and type of SEN, but we do not compile the information of students with SEN by age group. As EDB's current provision of resources and support to schools does not have any relationship with the gender of students with SEN, we do not compile the respective statistics.

The respective number of students with SEN studying in public sector ordinary primary and secondary schools by grade level and by type of SEN from the 2017/18 to 2021/22 school years is set out at Annex 1. The respective number of students with SEN studying in Direct Subsidy Scheme schools by grade level and by type of SEN from the 2019/20 to 2021/22 school years is set out at Annex 2. EDB does not keep the relevant information in or before the 2018/19 school year.

The number of students in special schools by school type from the 2017/18 to 2021/22 school years is set out at Annex 3. It is a common practice for special schools to adopt flexible groupings across grade levels and devise individualised education programmes to cater for the special educational needs of individual students. Hence, presenting the number of students by grade level, age and gender cannot reflect the actual operation in special schools.

The number of students with SEN studying in private independent schools, English Schools Foundation schools and other private international schools from the 2017/18 to 2021/22 school years is set out at [Annex 4](#). The figures are collected in the annual Student Enrolment Survey conducted by EDB. Due to constraints in the data source, we are not able to provide the relevant statistics requested in the question. As for other private primary and secondary schools, EDB does not maintain the relevant information.

As support services for children with special needs at pre-primary level are provided by the Social Welfare Department, EDB does not maintain data on students with special needs at various kindergarten levels.

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by grade level and type of SEN from the 2017/18 to 2021/22 school years (Note 1)**

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119
2019/20	108	122	168	144	153	111	144	139	139	132	128	108
2020/21	114	149	179	168	148	171	135	136	156	118	118	120
2021/22	115	160	203	195	175	144	176	134	132	129	110	109

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487
2020/21	901	1 134	1 171	1 287	1 214	1 174	1 015	985	956	833	654	548
2021/22	879	1 021	1 306	1 251	1 275	1 194	1 076	1 027	1 004	921	799	629

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827
2020/21	125	412	1 004	1 317	1 561	1 612	1 612	1 704	1 621	1 512	1 189	912
2021/22	134	315	842	1 332	1 531	1 678	1 693	1 736	1 699	1 486	1 308	1 073

Mental Illness (Note 2)	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74
2019/20	5	8	11	11	9	21	44	58	96	90	105	103
2020/21	8	20	24	27	25	29	45	81	113	136	117	165
2021/22	5	14	23	28	30	28	48	91	133	153	187	170

Specific Learning Difficulties	P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434
2020/21	1	131	2 135	3 221	2 983	2 751	2 521	2 277	2 238	1 949	1 582	1 442
2021/22	1	113	2 058	3 224	3 253	2 941	2 626	2 421	2 226	1 987	1 704	1 482

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40
2019/20	15	19	17	18	27	15	18	17	37	29	14	26
2020/21	16	23	22	18	19	29	16	24	19	34	30	16
2021/22	16	14	23	20	19	19	26	20	21	18	39	30

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11
2019/20	3	6	6	3	7	9	6	6	6	14	19	10
2020/21	3	8	6	7	4	9	9	7	7	6	17	17
2021/22	2	7	7	5	8	4	9	10	8	9	4	15

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61
2019/20	69	64	79	62	64	55	60	43	53	50	49	51
2020/21	61	62	66	74	58	62	43	52	40	45	44	47
2021/22	53	56	60	72	71	58	56	42	49	36	40	45

Speech & Language Impairment	P1 (Note 4)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26
2020/21	24	1 058	824	450	317	232	173	91	103	81	44	38
2021/22	32	1 110	930	618	376	261	181	121	117	82	67	48

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Starting from the 2017/18 school year, the Learning Support Grant covers students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that category of students to the Education Bureau (EDB). Hence, the figures shown in the table do not include the number of students with MI in or before the 2017/18 school year. In addition, given that some parents or students are not willing to have their information submitted to EDB by the schools, we assume that the number reported by schools may be smaller.
3. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties has been implemented at Primary One in primary schools to identify students with learning difficulties. Hence, the number of Primary One students with specific learning difficulties was smaller in September of each school year.
4. The number of students with speech and language impairment would increase during the respective school year upon the follow-up by school-based speech therapists.

Number of students with special educational needs (SEN) (Note 1)
studying in Direct Subsidy Scheme (DSS) schools
by grade level and type of SEN from the 2019/20 to 2021/22 school years (Note 2)

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	2	0	18	8	17	8	10	8
2020/21	0	0	0	0	0	2	13	19	8	16	8	10
2021/22	0	0	0	0	0	0	11	16	21	7	12	8

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	7	14	13	25	21	19	105	139	126	113	104	88
2020/21	10	12	18	17	27	30	164	121	144	126	119	93
2021/22	8	25	13	20	16	26	151	166	127	131	108	107

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	2	11	10	29	37	41	201	236	220	193	165	150
2020/21	2	4	21	22	28	48	234	255	241	233	183	153
2021/22	3	7	15	31	17	32	229	251	260	241	206	177

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	1	0	6	12	11	27	26	36
2020/21	0	0	0	1	0	2	5	8	13	24	22	29
2021/22	0	0	0	1	1	0	8	9	12	32	34	34

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	9	27	57	42	47	264	274	233	248	237	220
2020/21	0	3	33	46	57	49	284	268	270	238	238	221
2021/22	0	2	13	44	41	62	363	276	265	262	228	226

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	1	1	1	0	0	0	4	4	2	8	5	4
2020/21	0	1	1	1	0	0	1	5	4	3	6	4
2021/22	0	0	1	1	0	0	3	2	5	4	5	5

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	0	0	1	1	2	2	0	1
2020/21	0	0	0	1	0	0	0	1	2	3	1	0
2021/22	0	1	0	0	1	0	0	0	1	2	3	1

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	2	1	2	1	2	0	3	4	3	12	9	5
2020/21	1	3	1	1	1	1	13	3	5	4	10	8
2021/22	1	1	3	1	1	0	10	10	4	4	5	9

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	0	0	15	0	0	1	0	0
2020/21	0	0	0	0	0	0	15	2	1	0	0	0
2021/22	0	1	0	1	0	0	15	2	1	0	0	0

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to DSS schools is calculated based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as DSS LSG unit rate. Hence, DSS schools are required to submit information of students with SEN to EDB for calculating the allotment of LSG. Before that, the relevant resources were included in DSS unit subsidy, and we did not collect statistics relating to the numbers of students concerned from DSS schools separately, so we are not able to provide the information in or before the 2018/19 school year.

**Number of students in special schools
by school type from the 2017/18 to 2021/22 school years**

School Year	School Type						
	Visual Impairment	Hearing Impairment	Physical Disability	Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	School for Social Development
2017/18	112	84	877	3 154	1 992	699	594
2018/19	110	64	907	3 218	2 040	706	614
2019/20	119	71	903	3 295	2 103	712	647
2020/21	125	63	880	3 314	2 188	708	572
2021/22	126	57	872	3 356	2 275	717	596

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. The above figures do not include students from the Hospital School due to the transitional nature of the education service provided therein.
3. If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.

**Number of students with special educational needs (SEN) studying
in private independent schools (PIS), English Schools Foundation (ESF) schools and other private international schools
from the 2017/18 to 2021/22 school years**

School Year	PIS		ESF schools		Other Private International Schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2017/18	183	234	439	422	404	284	1 026	940
2018/19	177	291	365	458	482	348	1 024	1 097
2019/20	230	301	354	463	561	403	1 145	1 167
2020/21	215	265	340	508	479	423	1 034	1 196
2021/22	205	274	308	525	572	607	1 085	1 406

Notes:

1. Figures refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
2. Statistics cover students with SEN under integrated classes/special classes/special schools in PIS, ESF and other private international schools as reported by the schools concerned in response to the Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

- End -

CONTROLLING OFFICER'S REPLY

EDB204

(Question Serial No. 3290)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the 3-tier Intervention Model of the integrated education policy, please advise of the following –

the actual number of students under each tier of support as at the first day (usually falls on 1 September) of the school year in the past 5 years, with a breakdown by type of special educational needs (SEN), district, banding of secondary schools and school type (i.e. government, aided, Direct Subsidy Scheme or private schools); and

the current number of students with individual education plans provided and its percentage in the total number of students with SEN.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 143)

Reply:

Schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through the 3-tier Intervention Model, taking into account their support needs. To help public sector ordinary schools and schools under the Direct Subsidy Scheme (DSS) cater for their students with SEN, the Education Bureau (EDB) has been providing schools with additional resources. Under the 3-tier Intervention Model, Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through quality teaching in regular classrooms, and schools are not required to provide information of the students concerned to EDB. Tier-2 support refers to additional support/“add-on” intervention, such as small group learning, after-school remedial programmes and pull-out remedial programmes for students with persistent learning or adjustment difficulties. Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties. Schools are required to draw up Individual Education Plans (IEPs) for students requiring Tier-3 support. The tier of

support for students with SEN is subject to upward or downward adjustment from time to time, depending on the performance of the students, and therefore the distribution of students under the 3-tier Intervention Model may change accordingly.

In the 2018/19 school year and before, public sector ordinary secondary schools received additional resources under various funding modes to support students with SEN. Some schools opted for Learning Support Grant (LSG), and some schools implemented Integrated Education (IE) Programme. As different criteria are used under these funding modes in providing additional resources for schools, the secondary schools concerned might not report to EDB the tier of support required by each of their students and the number of all their students receiving Tier-3 support. Starting from the 2019/20 school year, EDB has implemented a series of enhanced measures, including enhancement of LSG which has been extended to all public sector ordinary schools, and restructuring and replacing the IE Programme. With the implementation of the above enhanced LSG, the amount of LSG received by each public sector ordinary secondary school is calculated based on the number of their students with SEN requiring Tier-2 and Tier-3 support and the tier of support these students require. Schools are required to submit the relevant information to EDB via the Special Education Management Information System (SEMIS). EDB can only provide the numbers of students with various types of SEN requiring Tier-2 and Tier-3 support in public sector ordinary secondary schools from the 2019/20 school year and onwards. The relevant figures for the 2019/20 to 2021/22 school years are set out at Annex.

In the 2022/23 school year, 1 890 students in public sector ordinary secondary schools required tier-3 support, and they were all provided with IEPs, accounting for about 7% of students requiring Tier-2 and Tier-3 support.

To ensure DSS schools with a comparatively large number of students with SEN can receive the corresponding additional resources, starting from the 2019/20 school year, the amount of LSG provided for DSS secondary schools has been calculated according to the number of students with SEN in each school and the DSS LSG unit rate. To retain the flexibility for DSS schools in deploying resources, we have simplified the calculation of LSG for DSS schools and they are not required to provide information on the tier of support for individual students to EDB. For private schools, as they are not required to report to EDB the number of students with SEN, relevant information is not available. In addition, when providing additional resources, EDB takes into account various parameters, such as the number of students with SEN in schools, the level of support they require and the number of applications of individual schools when need arises, irrespective of the districts in which schools are situated. Hence, a breakdown of the provision by district is not available.

**Number of students with various types of SEN requiring tier-2 and tier-3 support
in public sector ordinary secondary schools
from the 2019/20 to 2021/22 school years**

Tier of support required by students	School Year	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/Hyperactivity Disorder	Mental Illness	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
Tier-2 support	2019/20	333	3 327	6 731	699	9 500	126	48	72	666	21 502
	2020/21	325	3 724	7 349	851	9 841	126	48	61	708	23 033
	2021/22	294	4 104	7 789	1 087	10 161	134	40	67	701	24 377
Tier-3 support	2019/20	386	643	267	142	67	10	8	29	0	1 552
	2020/21	392	705	272	175	70	14	11	29	3	1 671
	2021/22	432	774	279	227	74	12	10	27	1	1 836

Note: The figures set out above are the numbers of students with SEN submitted by schools via SEMIS at the end of the first term of the respective school years, which were examined and compiled by EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB205

(Question Serial No. 3291)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the transfer of students with special educational needs (SEN) from one school to another –

Please provide the numbers of students with SEN having transferred to another school in the past 5 years;

Please provide a breakdown of the reasons for students' transfer; and

What is the Education Bureau's policy on school transfer and support services provided for transferred students?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 144)

Reply:

The Education Bureau (EDB) currently does not require schools to provide information on specific reasons for the transfer of individual students (regardless of whether they are students with special educational needs (SEN)) from one school to another. In general, students may change schools for different reasons (such as moving home, family factors and adjustment problem).

EDB provides placement assistance for school-age children in need upon request. If there is information indicating that the students have special reasons (such as poor adjustment in original schools, having SEN or changes in family status) that warrant schools' particular attention, EDB will contact the schools concerned to make appropriate arrangements for addressing those students' needs. EDB provides schools with an operation guide on integrated education to facilitate schools' adoption of the Whole School Approach to provide a variety of preventive, developmental and remedial guidance programmes, such as adjustment programmes, peer support schemes and group counselling, to help students adapt

to the new learning environment and integrate into the new school life. Schools also deliver multifarious teaching strategies and counselling services as appropriate to cater for students' different abilities and aptitude, with a view to helping students overcome learning difficulties and handle their behavioural problems.

For students with SEN who need to be transferred to special schools because they are unable to cope with the learning in ordinary schools, EDB, with consent from parents, will place them in suitable special schools according to the assessment results and recommendations of medical specialists/professionals. Special schools, subject to parental consent, may also refer students who are found to have better learning abilities than their peers to educational psychologists for assessment and consideration of transferring them to ordinary schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB206

(Question Serial No. 3292)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the attendance of public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide the information of the past 5 years on the following –

among the students with SEN who attended the Hong Kong Diploma of Secondary Education (HKDSE) Examination in each school year, the number of students who applied for and were provided with the special examination arrangements, by category of SEN and category of special arrangements;

the number of dropped out Secondary 4 and Secondary 5 students with SEN, and the number of students with SEN who have studied Secondary 6 but eventually did not enrol in the HKDSE or have enrolled in the HKDSE but were absent from the examination, by category of SEN and category of special arrangements.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 145)

Reply:

The number of students with special educational needs (SEN) applying for and with approval given for special examination arrangements in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 5 school years from the 2017/18 to 2021/22, broken down by type of SEN and type of special examination arrangements, is set out at the Annex.

From the 2017/18 to 2021/22 school years, about 610, 660, 480, 810 and 860 students with SEN left school after completing Secondary 4 (S4) or Secondary 5 (S5) respectively. According to the information provided by schools, the main reason for these students leaving school is to continue studies or receive training in other schools/institutions including private schools, full-time or part-time courses run by the Vocational Training Council, apprenticeship schemes, pre-service vocational training or institutions outside Hong Kong. In recent years, an increase in the number of students with SEN leaving school after completing S4 or S5 is

noted. Apart from the increase in the overall number of students with SEN, this trend can be attributable to the vibrant development of the diversified articulation and multiple pathways in recent years and the fact that all students (including those with SEN) can opt for multiple pathways at various stages according to their personal interests, abilities and educational needs.

We do not maintain information on the number of S4 and S5 students with SEN who left schools or S6 students with SEN who do not enrol in the HKDSE Examination. The number of absentees with SEN in the HKDSE Examination from the 2017/18 to 2021/22 school years broken down by type of SEN is set out as follows –

Year of Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2018	2	0	2	1	7	14	26
2019	0	0	0	1	15	34	50
2020	2	2	5	2	13	32	56
2021	2	0	2	0	18	37	59
2022	5	0	5	3	28	29	70

**Number of students applying for special examination arrangements in the HKDSE Examination
from the 2017/18 to 2021/22 school years#**

(by SEN type)

Year of Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2018	101	55	278	162	1 166	904	2 666
2019	99	48	219	215	1 318	1 185	3 084
2020	93	46	192	239	1 337	1 249	3 156
2021	72	43	191	1	1 437	1 257	3 001
2022	89	36	157	228	1 462	1 474	3 446

Statistics on the number of candidates whose applications have been approved; the number of unsuccessful or opt-out applicants are excluded.

**Number of students applying for special examination arrangements in the HKDSE Examination
from the 2017/18 to 2021/22 school years#**

(by type of special examination arrangements)

Year of Examination	Sitting Examination at Special Centre	Extra Time Allowance	Special Question Papers			Special Answer Sheets	Exemption (Part/Whole)	Special Services			
			Braille	Enlarged	Abridged			Amanuensis	Use of Word Processor	Use of Screen Reader	Speech-to-text Software
2018	2 619	2 123	4	76	0	169	76	2	12	191	171
2019	3 044	2 456	3	91	5	176	81	3	12	224	225
2020	3 104	2 542	3	82	1	154	101	1	17	271	244
2021	2 973	2 539	9	66	2	161	78	2	16	270	277
2022	3 404	2 756	5	68	0	124	87	1	16	261	343

Statistics on the number of candidates whose applications have been approved; a candidate may be granted approval to adopt more than 1 type of special examination arrangement; the number of unsuccessful or opt-out applicants are excluded.

- End -

CONTROLLING OFFICER'S REPLY

EDB207

(Question Serial No. 3293)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of teachers with qualifications/training in special education in public sector mainstream primary and secondary schools, and the respective percentages of these teachers in the total number of teachers in the past 3 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 146)

Reply:

In the 2019/20 to 2021/22 school years, the number of teachers in public sector ordinary primary and secondary schools having received special education training, and the corresponding percentage share in the total number of teachers serving in public sector ordinary primary and secondary schools are tabulated below –

School year	2019/20	2020/21	2021/22
Primary schools	9 741 (43%)	9 776 (43%)	10 465 (47%)
Secondary schools	7 537 (33%)	7 670 (34%)	8 445 (37%)

- End -

CONTROLLING OFFICER'S REPLY

EDB208

(Question Serial No. 3294)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What are the existing teacher training requirements for supporting students with special educational needs?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 147)

Reply:

The Education Bureau (EDB) attaches great importance to teachers' professional development and provides various modes of professional training for teachers. To enhance their professional capacity in supporting students with special educational needs (SEN), EDB has been providing serving teachers in ordinary schools and special schools with structured training programmes in special education. A teacher professional development framework (Framework) on integrated education (IE) has been launched in the 2007/08 school year. Under this Framework, structured programmes pitched at three levels, i.e. Basic, Advanced and Thematic Courses (BAT Courses), on supporting students with SEN are provided for serving teachers and training targets are set. Schools are required to arrange teachers to take the BAT Courses in a systematic manner so as to enhance the effectiveness of implementing IE in schools. Upon a review, we further raised the training targets in the 2021/22 school year so that each public sector school should have at least 80% of teachers having completed the Basic Course, 20% of teachers having completed the Advanced Course and 25% of teachers having completed the Thematic Courses by the end of the 2026/27 school year. In addition, the Professional Development Programme for Special Educational Needs Coordinators (SENCOs) with a duration of approximately 120 hours is arranged for SENCOS who have yet to receive relevant training in order to enhance their professional competence. The Programme covers leadership, planning and management, support strategies based on student-centred approach, lesson study, provision mapping and management, etc., so as to enable SENCOS to exercise their leadership role more effectively, arrange appropriate support

to students strategically, strengthen collaboration with subject panels at different levels, further promote home-school cooperation and develop an inclusive school culture.

Starting from the 2012/13 school year, we have also provided the Training Course for Special School Teacher for serving teachers of special schools on the education of students with severe or multiple disabilities. It is our target that each special school will have 85% or more of its teachers with special education qualification.

We will continue to keep in view the training progress at school level, arrange teachers to receive training in special education in a systematic manner, and timely review the training targets according to the overall training position of school teachers. Schools are expected to appropriately formulate school-based continuing professional development plans for teachers, with a view to enhancing the effectiveness of the teaching force in catering for students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB209

(Question Serial No. 3295)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of teachers who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau in the last 5 financial years with a breakdown by kindergarten, primary school and secondary school teachers.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 148)

Reply:

The Education Bureau (EDB) launched a teacher professional development framework on integrated education (IE) in the 2007/08 school year. Under this framework, structured training programmes pitched at three levels, i.e. Basic, Advanced and Thematic Courses (BAT Courses), are conducted for serving teachers to enhance teachers' professional capacity in catering for students with special educational needs (SEN), so that teachers can work in collaboration to facilitate their schools' implementation of IE through the Whole School Approach. The number of teachers in primary and secondary schools who attended the BAT Courses from the 2017/18 to 2021/22 school years is tabulated as follows:

Course	Teacher	School year ^{Note 1}				
		2017/18	2018/19	2019/20 ^{Note 2}	2020/21 ^{Note 2}	2021/22 ^{Note 3}
Basic	Primary	303	335	205	186	1 128
	Secondary	480	499	216	197	1 248
Advanced	Primary	166	192	74	121	220
	Secondary	165	176	36	116	293
Thematic	Primary	232	221	114	174	389
	Secondary	315	293	65	174	445

Notes:

1. The duration for Basic, Advanced and Thematic Courses of the BAT Courses was 30 hours, 102 hours and 90 to 120 hours respectively from the 2015/16 to 2020/21 school years. Starting from the 2021/22 school year, the duration for Basic, Advanced and Thematic Courses of the BAT Courses is 30 hours, 72 hours and 60 to 72 hours respectively.
2. Some of the BAT Courses originally scheduled for the 2019/20 and 2020/21 school years were postponed due to the epidemic.
3. EDB increased the number of training places of the BAT Courses in the 2021/22 school year. In parallel, the Basic Course was conducted online, other than allowing teachers to take the course more flexibly, the number of attendance also increased substantially.

As far as kindergartens (KGs) are concerned, EDB has been providing serving teachers in KG with Basic Course on catering for students with special needs (36 hours) since the 2015/16 school year, and launched the Advanced Course (36 hours) and Thematic Courses (18 hours) in the 2018/19 school year and the 2021/22 school year respectively. The number of teachers in KG who completed the above courses from the 2017/18 to 2021/22 school years is tabulated as follows:

Course	School year				
	2017/18	2018/19	2019/20	2020/21	2021/22
Basic	198	157	162	170	134
Advanced	-	29	35	35	248 ^{Note}
Thematic	-	-	-	-	40

Note: EDB substantially increased the number of training places for Advanced Courses in the 2021/22 school year, hence the number of attendance rose notably.

Apart from the above courses, EDB organises the Professional Development Programme for Special Educational Needs Coordinators (SENCOs) with a duration of approximately 120 hours for SENCOs who have not yet received relevant training. Besides, EDB has all along been organising various kinds of thematic training activities, including seminars, workshops and sharing sessions, to keep teachers abreast of the latest development in special education and IE and to share among their peers about the good practices in catering for students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB210

(Question Serial No. 3296)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please tabulate the number of students, class size and number of social workers in each special school.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 149)

Reply:

In the 2022/23 school year, the Education Bureau provides a total of 150.5 school social worker (SSW) posts on the establishment for 61 aided special schools. Specialist services for Hospital School are provided by hospitals. The establishment is generally determined by the number of approved school places of individual schools. The class size and the number of SSW posts on the establishment provided for various types of special schools are tabulated as follows:

School type	Class size (no. of students per class)	No. of SSW posts on the establishment ^(Note 3)
School for Children with Visual Impairment ^(Note 1)	12/10 ^(Note 1)	1.5 to 2
School for Children with Hearing Impairment	10	1.5
School for Children with Physical Disability	10	1.5 to 3.5
School for Social Development	12	2 to 4.5
School for Children with Intellectual Disability ^(Note 2)	15/10/8 ^(Note 2)	1 to 5.5

Notes:

- The schools for children with visual impairment include 1 school for children with visual impairment and 1 school for children with visual impairment cum intellectual disability (ID). The class size is 12 students per class for the former and 10 for the latter.

2. The schools for children with ID admit children with mild, moderate and/or severe ID. The class size of the respective sections of the schools for children with mild, moderate or severe ID is 15, 10 and 8 students per class respectively.
3. Aided special schools with a total of 60 or fewer approved school places are provided with 1 SSW post on the establishment, and subsequently an additional 0.5 SSW post on the establishment for every 30 students.

- End -

CONTROLLING OFFICER'S REPLY

EDB211

(Question Serial No. 3297)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the current expenditure on special school social workers and the estimated expenditure for the coming year.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 150)

Reply:

In the 2022/23 school year, the Education Bureau provides a total of 150.5 school social workers for 61 aided special schools. The estimated expenditure is around \$120 million. The estimated expenditure for the 2023/24 school year is comparable to that of the current school year. The social work service of the Hospital School is provided by the hospitals.

- End -

CONTROLLING OFFICER'S REPLY

EDB212

(Question Serial No. 3298)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of special schools provided with a Primary School Curriculum Leader post on their establishment in the past 5 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 151)

Reply:

The number of special schools provided with a Primary School Curriculum Leader post on their establishment from the 2017/18 to 2021/22 school years is tabulated below:

School year	2017/18	2018/19	2019/20	2020/21	2021/22
No. of school	57	58	58	59	60

- End -

CONTROLLING OFFICER'S REPLY

EDB213

(Question Serial No. 3299)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise the Government's strategies to provide all teachers with training in supporting students with special educational needs.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 152)

Reply:

The Education Bureau (EDB) attaches great importance to teachers' professional development and provides various modes of professional training for teachers. To enhance their professional capacity in supporting students with special educational needs (SEN), EDB has been providing serving teachers in ordinary schools and special schools with structured training programmes in special education, including the Basic, Advanced and Thematic Courses (BAT Courses). EDB has also organised the Training Course for Special School Teachers (TCSST) for teachers of special schools on supporting students with more severe or multiple disabilities, comprising 240-hour theory-based lectures and a six-month practicum. Regular teachers of government and aided schools (including special schools) will be granted paid study leave for attending the above training courses, and the schools concerned will also receive a supply teacher grant.

To enable schools to arrange more teachers to receive structured training, the training places for the BAT Courses were increased in the 2021/22 school year, while the Basic Course switched to the online mode in the same year to enable teachers to take the course more flexibly, thereby further enhancing their professional capacity in supporting students with SEN. Besides, to enhance the professional competence of Special Educational Needs Coordinators (SENCOs), EDB arranges the Professional Development Programme for SENCOs with a duration of approximately 120 hours for those who have yet to receive relevant training. The Programme covers leadership, planning and management, support strategies based on student-centred approach, lesson study, provision mapping and management, etc., so as to enable SENCOs to exercise their leadership role more effectively, arrange appropriate support to students strategically, strengthen collaboration with subject

panels at different levels, further promote home-school cooperation and develop an inclusive school culture. EDB also organises different thematic training activities for teachers, such as seminars, workshops and sharing sessions so as to share good practices in supporting students with SEN, and to provide information on the latest trends and methodologies.

Starting from the 2009/10 school year, EDB has provided all public sector ordinary schools with a written update on their teacher training situation each year to facilitate their planning for teacher professional development. EDB has been reviewing and monitoring the training targets and arrangements of the BAT Courses, the training progress of teachers in catering for students with SEN, the types and numbers of students with SEN as well as the stakeholders' views on a regular basis, while adjusting the contents of training and setting training targets for schools.

To better prepare and equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have included modules related to special education or catering for students with SEN in their pre-service teacher training courses. EDB has also incorporated topics on catering learning differences of students and spearheading the implementation of integrated education (IE) in the Preparation for Principalship Course for Aspiring Principals and induction programme for newly appointed principals to strengthen the leadership of principals in the IE implementation through the Whole School Approach.

- End -

CONTROLLING OFFICER'S REPLY

EDB214

(Question Serial No. 3300)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the number of hours of special education training in the pre-service teacher training programmes currently offered by tertiary institutions; and

As special education covers a number of different areas, will the Administration consider resuming the two-year special education training for teachers previously offered by The Hong Kong Institute of Education?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 153)

Reply:

The Government has been prudent in the planning for manpower requirement of the teaching force. To meet the changing needs of our society, a blueprint of human resources for the teaching profession is drawn up in a triennial planning cycle. Regarding teacher education programmes on special education under the 2022-25 triennial planning cycle, the University Grants Committee-funded institutions provide about 38 places for part-time Postgraduate Diploma in Education programme and 130 places for mixed-mode Bachelor of Education programme annually for individuals who aspire to be special education teachers. Meanwhile, all 5 teacher education universities (namely The University of Hong Kong, The Chinese University of Hong Kong, The Education University of Hong Kong, Hong Kong Baptist University and Hong Kong Metropolitan University) have included the contents about catering for students with special educational needs (SEN) in their teacher education programmes to train prospective teachers on how to cater for learner diversity.

Besides, the Education Bureau (EDB) strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons through diversified professional development programmes. To enhance their professional capacity in supporting students with SEN, EDB has been providing serving teachers in ordinary schools and special schools with structured training programmes in special education, including the Basic, Advanced and Thematic (BAT) Courses. EDB has also organised the Training Course for Special School

Teachers for teachers of special schools on supporting students with more severe or multiple disabilities, comprising 240-hour theory-based lectures and a six-month practicum. Starting from the 2021/22 school year, EDB has organised a Leadership Development Programme for Middle Leaders of Special Schools in order to strengthen the professional leadership of special schools' middle management for more effective engagement of school teachers and non-teaching professional staff in collaboration to promote school development. The programme mainly covers management, planning and co-ordination in special schools, and transdisciplinary collaboration among the personnel of the school section and the boarding section, with a view to catering for the needs of special school teachers. Different professional development activities such as seminars, workshops and experience sharing sessions are also organised for teachers to obtain the latest information on special education and integrated education, and to share with their peers good practices in supporting students with SEN, thereby enhancing their professional capacity.

In sum, EDB has been continuously reviewing and enhancing the pre-service and in-service training programmes for teachers on special education and integrated education in recent years. With more diversified contents and more dynamic and flexible modes of training, the programmes can better meet the needs of different schools and teachers. Therefore, EDB has no plan to resume the 2-year special education training previously offered for teachers at this stage.

- End -

CONTROLLING OFFICER'S REPLY

EDB215

(Question Serial No. 0543)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Hong Kong is expected to have a keen demand for professional and skilled talent in development and building in the coming years. Yet, the current Life Planning Education (LPE), Vocational and Professional Education and Training (VPET), STEAM education as well as traditional science education are overly focussed on professions related to medicine, biology, information technology and engineering. In this connection, will the Government advise this Committee of –

1. whether the Business-School Partnership Programme 2.0 to be launched by the Education Bureau in 2023-24 will seek to encourage participation from a wider range of enterprises and individuals, including those in the architectural, surveying, urban planning, landscape and property management sectors, so as to broaden students' horizons and knowledge and enrich their life planning;
2. the estimated expenditure on the Pilot Project on the Development of Applied Degree Programmes and the Pilot VPET Diploma for 2023-24; the major programmes and professions covered; and
3. given that development and building require a blend of expertise from, inter alia, engineers, architects, surveyors, planners and landscape architects, which are customarily and collectively referred to as "engineering" professions in the context of LPE, VPET and STEAM education, whether the Government will encourage relevant organisations to adopt more precise and inclusive terms with broader meaning, such as "development" and "building" when referring to these professions?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 19)

Reply:

1. To widen student's career-world perspective, the Education Bureau (EDB) has further promoted co-operation between the business sector and school through launching the Business-School Partnership Programme (BSPP) 2.0 in the 2022/23 school year. It is targeting to increase the number of business partners by about 15% (i.e. around 60 business partners) within the 2022/23 school year. In this regard, EDB has been actively liaising with major chambers of commerce, professional bodies and the Industry Training Advisory Committees under the Qualifications Framework (QF), covering different industries, including relevant bodies, organisations and enterprises from the architectural, surveying, planning, landscape and property management sectors. Our aim is to encourage more member organisations to join BSPP 2.0, thereby providing students with more and a wider range of career exploration and work experience activities so that they will have a better understanding of the workplace. As at the end of February 2023, 89 new business partners have joined BSPP, covering 29 industries, including those from the property management and security services, architecture and construction, and interior design and renovation industries.
2. EDB launched the Pilot Project on the Development of Applied Degree Programmes in 2020. With an earmarked funding of about \$10 million, the first round covers four applied degree programmes in four disciplines, namely nursing; testing and certification; horticulture, arboriculture and landscape management; and gerontology. The Government announced the launch of the second round of the Pilot Project on 7 March 2023, and has invited institutions offering self-financing degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors to submit proposals. We will select programmes with stronger industry elements in an industry with keen manpower demand, and suitably accord priority to industries which are not covered by the existing four applied degree programmes. With an earmarked funding of about \$8.7 million for the second round of the Pilot Project, relevant programmes will be launched in the 2024/25 school year at the earliest.

In addition, starting from the 2023/24 school year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at QF Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. Subject areas such as information technology and design are planned to be covered. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

3. EDB has launched the Life Planning Information Website to provide a one-stop platform for students, teachers and parents with information on different industries and multiple pathways. The website, with reference to the Hong Kong Standard Industrial

Classification Version 2.0 compiled by the Census and Statistics Department, puts careers of various industries in distinct categories according to their job nature so that students, teachers and parents can conveniently search for career-related information (such as duties, career ladder, entry requirements, examples of related training and courses, etc.). Take engineers for example, career-related information on civil engineers, electrical engineers, structural engineers, mechanical engineers, environmental engineers, biomedical engineers, etc. is provided on the website.

- End -

CONTROLLING OFFICER'S REPLY

EDB216

(Question Serial No. 1766)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in matters requiring special attention in 2023-24 under the programme on secondary education that various support measures will continue to be provided to further promote Applied Learning. In this connection, please advise this Committee whether the promotion of Applied Learning will include the promotion of first aid education in secondary schools? If yes, of the details of the plan and the specific expenditure to be incurred; if no, of the reasons.

Asked by: Hon WONG Chun-sek, Edmund (LegCo internal reference no.: 24)

Reply:

Applied Learning (ApL) is one of the elective subjects in the senior secondary curriculum. ApL offers studies with dual emphasis on practice and theory linked to broad professional and vocational fields, covering 6 Areas of Studies, namely (1) Creative Studies, (2) Media and Communication, (3) Business, Management and Law, (4) Services, (5) Applied Science and (6) Engineering and Production. To further promote ApL, the Education Bureau (EDB) has implemented various support measures, including providing students with more diversified courses, in the recent 2 years. For the 2023-25 cohort, EDB has offered 58 ApL courses to schools and students, of which a course "Health Care Practice" is provided under the Area of Studies "Applied Science" to enable students to gain an understanding of the health care industry and equip them with basic knowledge and skills for health care, including the principles and application of first aid, handling and bandaging of wounds, cardiopulmonary resuscitation. All along, EDB has been providing the Diversity Learning Grant for ApL for public sector and Direct Subsidy Scheme secondary schools to support them in offering ApL courses. In the 2022/23 school year, the revised estimate for subsidising students to take the course "Health Care Practice" is about \$5.4 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB217

(Question Serial No. 1768)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

According to paragraph 179 of the Budget, with an ageing population and a declining birth rate, Hong Kong's workforce is expected to shrink. As the birth rate has been declining for many years, has the Government compiled statistics on the surplus of kindergarten and primary school places in each of the next 6 years? Has it assessed the number of kindergartens which may encounter operational difficulties and cease operation in the future? Has it assessed how many primary schools will confront the crisis of school closure in the next 6 years?

Asked by: Hon WONG Chun-sek, Edmund (LegCo internal reference no.: 32)

Reply:

Apart from the school-aged children population in Hong Kong, the annual demand for school places is affected by a number of factors including, among other things, the number of cross-boundary students and the number of school-age newly-arrived children. In addition, the demand for school places in individual districts is also affected by the demographic distribution, parental choices and student mobility, etc. Hence, the Education Bureau (EDB) is not able to make a projection on the surplus of kindergarten (KG) and primary schools places in each of the next 6 years.

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters. EDB does not have information regarding the number of KGs that cease operation due to operational difficulties.

Given that the decline in school-age population is structural rather than transient, some public sector primary schools may face under-enrolment. The enrolment of individual schools is affected by various factors, such as parental choices for school, the sector's feedback on the relevant measures and policies. As such, it is difficult to estimate the number of public sector primary schools affected at this stage. EDB will continue to keep a close watch on

the changing situation of school-aged population with top priority accorded to the interests of students. Noting the projection of the future demand of school places, the EDB is proactively communicating with school sponsoring bodies with a view to planning ahead schools' development options, which include ceasing the operation of schools with prolonged under-enrolment; merging or re-provisioning schools to districts with a new demand for school places, etc. Aiming for a "soft landing", the number of schools would be adjusted in a gradual and orderly manner to ensure education quality and optimal use of public resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB218

(Question Serial No. 2632)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (520) Vocational Training Council
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)
Director of Bureau: Secretary for Education

Question:

As stated in paragraph 173 of the Budget, starting from the 2023/24 academic year, the Vocational Training Council will launch a two-year pilot project enabling secondary school students to have an early exposure to vocational and professional education and training (VPET) and helping them explore their interests. What are the details and estimated expenditure of the pilot project? As for the Diploma of Applied Education Programme to be launched by the Government on a regular basis in the same academic year, how does it differ from the existing Diploma Yi Jin Programme?

Asked by: Hon WONG Chun-sek, Edmund (LegCo internal reference no.: 23)

Reply:

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a 2-year Pilot Vocational and Professional Education and Training (VPET) Diploma for senior secondary school students to pursue VPET-related programmes under the framework of the Hong Kong Diploma of Secondary Education (HKDSE). Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework (QF) Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests to broaden their VPET articulation pathways.

Programmes under the Pilot VPET Diploma will be provided and organised by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design will be covered in the first phase. The Pilot VPET Diploma integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning and ApL courses on relevant Category A elective subjects, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will receive authentic VPET exposure. The first phase,

which will run on a total of 44 students in 2 classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

On top of that, starting from the 2023/24 academic year, EDB will launch a brand-new Diploma of Applied Education (DAE) Programme on a regular basis in place of the Diploma Yi Jin (DYJ) Programme. Similar to DYJ Programme, DAE Programme is also pitched at QF Level 3. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has assessed DAE Programme and confirmed that for students who have successfully completed the Programme, the qualification thus obtained is deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language and English Language in HKDSE Examination. For students who have successfully completed the Maths Plus complementary course, the qualification acquired under the Programme is comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in HKDSE Examination.

To better serve the strengthened role of DAE Programme in VPET progression pathway, in addition to the existing general stream, DAE Programme provides greater flexibility and allows students to take a brand-new VPET stream that enables them to have more course hours for taking elective modules which are developed by individual provider institutions and of an applied nature.

With the formal qualifications obtained in DAE Programme, graduates may choose to pursue further studies in, for example, higher diploma programmes for progression along the VPET pathway, or contribute to society by joining the workforce.

- End -

CONTROLLING OFFICER'S REPLY

EDB219

(Question Serial No. 2980)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that the Government “will continue to review the implementation of the Pilot Project on the Development of Applied Degree Programmes and proactively explore the launch of more programmes”. In this connection, please advise this Committee of the following –

1. Did the Government conduct any “review” in the past 2 years? If yes, what were the findings in each year?
2. If the “review” is yet to begin, will it take place this year?
3. Is there a timetable for the “review” and what is the expected time of completion?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 6)

Reply:

The Education Bureau launched the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 to explore effective ways for promoting applied degree programmes, gain experience in the practical issues involved in the development of such programmes, and assess the implications for the higher education system as a whole. The first round covers four applied degree programmes launched in the 2022/23 academic year, in four disciplines, namely nursing; testing and certification; horticulture, arboriculture and landscape management; and gerontology.

The Government has engaged the Hong Kong Council for Accreditation of Academic and Vocational Qualifications as a consultant to help review the effectiveness and experience of the Pilot Project, and to assist institutions in the development of applied degree programmes. To tie in with the strategy of fostering industry-institution collaboration and diversified development for promoting vocational and professional education and training (VPET) as announced in the Chief Executive’s 2022 Policy Address, and to follow-up on the measure in the 2023-24 Budget, the Government announced the launch of the second round of the Pilot

Project on 7 March 2023, with a view to reviewing and fostering the development of applied degrees in Hong Kong and further strengthening the VPET progression pathway at the post-secondary level. We will also continue to review the implementation of the Pilot Project and look into the future development of applied degrees.

- End -

CONTROLLING OFFICER'S REPLY

EDB220

(Question Serial No. 2986)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year pilot project enabling secondary school students to have an early exposure to vocational and professional education and training and helping them explore their interests. In this connection, please advise this Committee of –

1. the additional manpower and expenditure involved;
2. the estimated number of secondary school students to be reached each year;
3. the types of industry/occupation that students will be offered exposure to; and
4. the forms of exposure, such as promotion in secondary schools and trial classes for secondary school students at VTC.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 15)

Reply:

1. to 4.

Starting from the 2023/24 academic year, the Vocational Training Council (VTC) will launch a two-year Pilot Project in secondary schools, offering an opportunity for senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a VPET Diploma at Qualifications Framework Level 3, alongside their HKDSE qualification. In this way, they will be able to have an early exposure to VPET and explore their interests, with a view to broadening their VPET articulation pathways.

Programmes under the Pilot Project will be provided and offered by the Youth College of VTC in collaboration with selected secondary schools. Subject areas such as information technology and design are planned to be covered in the first phase. The Pilot Project integrates VPET elements into the framework of HKDSE, which include vocational English and vocational Chinese, relevant Category A elective subjects of HKDSE with additional lesson hours of extended learning, Applied Learning (ApL) courses and Other Learning Experiences. VTC will design and provide VPET-related teaching materials, deliver extended learning on relevant Category A elective subjects and ApL courses, and work with industry partners to offer relevant work experience programmes for students. Some of the classes and extended learning sessions will be conducted in the well-equipped facilities of VTC to ensure that the students will have an authentic VPET exposure. The first phase, which will run on a total of 44 students in two classes on a trial basis, is expected to cost \$880,000. VTC will review its outcomes in two years' time to map the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB221

(Question Serial No. 2991)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Education Bureau will expand the Study Subsidy Scheme for Designated Professions/Sectors in 2023-24 to cover top-up degree programmes for the first time, and increase in phases the numbers of subsidised places for self-financing higher diploma programmes and undergraduate programmes, subject to the progress of the review of the Post Secondary Colleges Ordinance (Cap. 320), so as to broaden students' progression pathways and nurture talent for industries with a keen manpower demand. In this connection, please advise this Committee of the following –

1. How are top-up degree programmes selected for the subsidy? Do they have to be STEAM-related programmes? What is the estimated increase in expenditure?
2. In which academic year will the Bureau start to increase the numbers of subsidised places for self-financing higher diploma programmes and undergraduate programmes? How many phases will it take? What is the estimated increase in expenditure?
3. In addition to increasing self-financing places, will the Administration consider increasing publicly-funded places, especially those of STEAM-related higher diploma programmes, so as to nurture skilled talent to support Hong Kong's development into an international innovation and technology hub?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 22)

Reply:

1. The Education Bureau (EDB), in consultation with policy bureaux on Hong Kong's social and economic development needs as well as the needs of various industries, makes adjustments as appropriate to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) every year, with a view to nurturing talent in support of specific industries with keen demand for human resources. Apart from the number of places and intake of self-financing programmes, policy bureaux will take into account

factors such as the programmes and number of places offered by participating institutions, 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. SSSDP will be expanded to cover top-up degree (TUD) programmes from the 2023/24 academic year, involving about 1 000 undergraduate places. In the 2023/24 academic year, TUD programmes of SSSDP fall under 10 disciplines that have been identified as having keen manpower demand, namely architecture and engineering, computer science, creative industries, financial technology, healthcare, insurance, logistics, sports and recreation, testing and certification, and tourism and hospitality. The estimated increase in expenditure is about \$131 million.

2. EDB is now proactively taking forward the amendments to the Post Secondary Colleges Ordinance (Cap. 320). We expect that there will be new institutions registered under the unified regulatory framework of the revamped Cap. 320 regime. Subject to the progress of the relevant work and the supply of programmes from institutions, we will increase in phases the numbers of subsidised places for self-financing higher diploma programmes and undergraduate programmes by about 1 000 each.
3. Regarding publicly-funded places, the Government has been encouraging the University Grants Committee (UGC)-funded universities to offer programmes that meet the development needs of Hong Kong, so as to enlarge the talent pool in key areas such as innovation and technology (I&T) and enhance Hong Kong's competitiveness. A target has been set to have 35% of students in UGC-funded universities studying in STEAM-related disciplines in the next five years. In the Planning Exercise for the 2025-28 triennium, which will commence within this year, UGC will continue to align with the Government's policy direction by encouraging universities to respond positively to public expectations and market demand. As for sub-degrees, the Vocational Training Council (VTC) currently offers a number of publicly-funded higher diploma programmes. We will continue to explore with VTC on the provision of more publicly-funded STEAM-related higher diploma programmes to nurture the skilled workforce required for Hong Kong to develop into an international I&T centre.

- End -

CONTROLLING OFFICER'S REPLY

EDB222

(Question Serial No. 2994)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Administration will continue to implement the Training and Support Scheme (TSS) with a view to providing 1 200 training places per cohort as well as the related pilot workplace assessment. In this connection, please advise this Committee of the following –

- (1) the numbers of TSS trainees by industry in the past 2 years;
- (2) the numbers of training places by trade in the past 2 years in respect of trades that are very specialised and have a high level of technology contents;
- (3) the respective amounts of allowance and subsidy provided to trainees by the industries in the past 2 years;
- (4) whether any survey has been conducted on graduates to find out if they have stayed in the respective industries; if yes, of the retention rate; and
- (5) whether the Administration has any plan to review TSS and increase the number of training places.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 14)

Reply:

(1) and (2)

The Government has implemented the Pilot Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised the TSS since the 2019/20 academic year. Industries covered by TSS have to meet the three criteria below –

- the industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;

- the relevant trades covered under the industry are very specialised and with a high level of technology contents; and
- the industry is committed to provide allowance or subsidy to trainees and to offer a certain salary level to trainees who have completed the apprenticeship training and are willing to join relevant industries.

At present, the TSS covers five professional fields, namely “Engineering and Technology”, “Transportation”, “Design, Jewellery, Creative Industry”, “Healthcare Services” and “Testing and Certification”.

The number of TSS trainees and the industries benefitted in the 2020/21 and 2021/22 academic years are tabulated below –

Professional field	Industry and relevant programme	Academic year and no. of trainees	
		2020/21	2021/22
Engineering and Technology	Building Services and Management	289	202
	Construction	115	160
	Electrical Engineering	338	229
	Mechanical Engineering	125	149
	Electronic and Information Technology	65	88
	Environment and Conservation	12	10
Transportation	Automotive	99	71
	Aviation	0	0
Design, Jewellery, Creative Industry	Design and Printing	11	11
	Jewellery and Watches	2	3
Healthcare Services	Healthcare Services	6	20
Testing and Certification	Testing and Certification	0	14
Sub-total		1 062	957

(3)

Each TSS trainee is offered an incentive allowance, up to a maximum amount of \$30,800 in total by the employer or relevant organisation, which is paid in accordance with the training period and learning progress. The total amounts of incentive allowance paid by employers to trainees in the 2020-21 and 2021-22 financial years were \$29.68 million and \$19.55 million respectively.

(4)

VTC conducts an annual survey among graduates to find out, among other things, whether they will continue to work in the respective industries. Results of the survey in the 2017/18 to 2021/22 academic years are as follows –

Academic year	2017/18	2018/19	2019/20	2020/21	2021/22
Percentage of trainees continue to work in the respective industries upon completion of the training	96%	85%	98%	93%	93%

(5)

The Government and VTC conduct regular reviews on the implementation and effectiveness of the TSS. In particular, the Government announced in 2022 that the Pilot Incentive Scheme to Employers and the Pilot International Study Programme under the TSS would be extended for two years to benefit more trainees; while VTC maintains close communication with industry representatives to ensure that these schemes meet the needs of the industries and provide sufficient training places for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB223

(Question Serial No. 0305)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is indicated in the Budget that the expenditure on education for 2023-24 is \$114.7 billion. Will the Government advise this Committee of –

1. the expenditures on various forms of education (including academic education, vocational education, continuing education) and their respective percentage shares;
2. the increase (or decrease) in the Government's estimates for vocational education and its promotion in 2023-24 as compared with those in the previous year; and
3. the subsidies or support measures in place for vocational education in 2023-24 to nurture talent for industries, such as the transport sector and construction industry, that are likely to expand the importation of workers?

Asked by: Hon WONG Kwok, Kingsley (LegCo internal reference no.: 8)

Reply:

1. The total estimated expenditure by education area for 2023-24 and their respective percentage shares are set out below –

Education Area	2023-24 Estimate	
	Amount (\$ million)	Percentage of total (%)
Pre-primary Education	5,762	5.0%
Primary Education	26,900	23.5%
Secondary Education	33,895	29.6%
Special Education	4,117	3.6%
Vocational and Professional Education (VPET) ⁽¹⁾	3,752	3.3%
Post-secondary Education ⁽²⁾	31,606	27.6%
Others ⁽³⁾	8,643	7.5%
Total⁽⁴⁾	114,675	100%

Notes

- (1) Expenditure on VPET covers provision for the Vocational Training Council and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency (WFSFAA).
 - (2) Expenditure on post-secondary education covers provision for Diploma Yi Jin Programme/Diploma of Applied Education Programme, various programmes for degree or above and sub-degree education (excluding VPET) and related student financial assistance schemes administered by WFSFAA.
 - (3) Others include provision for home-school co-operation activities, school uniformed group activities and bureau support.
 - (4) The sums of figures may not add up to total due to rounding.
2. As regards VPET, the Government has all along been committed to promoting VPET, and encourages young people to pursue education pathways and join industries that best suit their abilities and interests. To provide more opportunities for young people to give play to their abilities, the Chief Executive announced in the 2022 Policy Address that the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach on various fronts to promote VPET as a pathway parallel to conventional academic education, and encourage the alignment of classroom education with industry needs and collaboration between businesses and education institutions, thereby providing diversified learning and employment opportunities for nurturing more quality talent with applied skills. The 2023-24 Budget also put forward a series of initiatives to facilitate the development of VPET. Since the above is part of the regular work of EDB and the expenditures involved are subsumed within the overall estimated expenditure, a breakdown is not available.
3. As mentioned by the Chief Executive in the 2022 Policy Address, many sectors in Hong Kong are facing manpower shortages. Relevant policy bureaux will listen to the views of the industries and put forward solutions with regard to their situation. The 2023-24 Budget also announced a series of initiatives in this regard. As far as the construction industry is concerned, in order to meet the manpower requirement for future infrastructure development, the Development Bureau (DEVB) is working with tertiary institutions to offer a comprehensive study and career development pathway and launch a two-year pilot scheme to provide on-the-job training allowance to trainees who have enrolled in part-time construction-related degree programmes. It is estimated that a funding of about \$100 million will be incurred. The DEVB will also earmark \$7 million to partner with the Hong Kong Institute of Construction to launch a two-year “first-hire-then-train” subsidy scheme, to provide on-the-job training allowance to trainees who have chosen to enrol in construction safety officer courses. As for the transport sector, the Transport and Logistics Bureau will inject \$200 million into the Maritime and Aviation Training Fund to support manpower training of the logistics industry, promote the development of high-end, high value-added and smart logistics, and encourage the industry to collaborate with tertiary institutions and professional organisations in attracting more young people to join the industry.

- End -

CONTROLLING OFFICER'S REPLY

EDB224

(Question Serial No. 1217)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Due to the COVID-19 epidemic, primary and secondary students could hardly take part in Mainland exchange activities, greatly reducing their life-wide learning opportunities. With the easing of the epidemic situation and resumption of quarantine-free travel, will the Government advise this Committee of the following –

1. please set out the respective Mainland exchange programmes for primary and secondary students subsidised by the Government, as well as the respective numbers of student participants and expenditures involved in the previous school year and for the current school year;
2. please set out the respective Mainland exchange programmes for post-secondary students subsidised by the Government, as well as the respective numbers of student participants and expenditures involved in the previous school year and for the current school year;
3. whether Mainland professional exchange activities were organised for teachers in the previous school year and will be organised for the current school year; if yes, please provide information on the respective programmes, as well as the respective numbers of teacher participants and expenditures involved.

Asked by: Hon YIU Pak-leung (LegCo internal reference no.: 29)

Reply:

1.
The Education Bureau (EDB) organises Mainland exchange programmes for students on an ongoing basis, covering diverse themes and different destinations, and subsidises those organised by schools, with a view to enabling students to gain first-hand experience of our country's development in such aspects as history, culture, economy, education, science and technology from multiple perspectives, deepen what they have learnt in class and strengthen their sense of national identity. The senior secondary subject of Citizenship and Social

Development (CS) also provides students with opportunities to participate in CS Mainland study tours, enabling senior secondary CS students to gain first-hand understanding of our country and its latest development through field study activities, enhancing their knowledge and appreciation of the Chinese culture and developing their sense of national identity.

With full resumption of normal travel between Hong Kong and the Mainland since 6 February 2023, CS Mainland study tours will commence in April 2023. It is expected that around 50 000 senior secondary students will participate in CS Mainland study tours between April and August. The estimated expenditure is \$60 million. As Mainland exchange programmes for primary and secondary students have been suspended since end-January 2020 due to the epidemic, the number of students and expenditures involved for the 2021/22 and 2022/23 school years are not available. Mainland exchange programmes will be resumed in the 2023/24 school year. Around 109 000 quotas are expected to be available. In the 2023/24 school year, the estimated expenditures for CS Mainland study tours and Mainland exchange programmes for students are \$116 million and \$115 million respectively.

Moreover, starting from the 2018/19 school year, EDB has been providing a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister school(s) with its counterpart(s) in the Mainland. The amount of grant per school for the 2022/23 school year is around \$160,000.

Schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange learning activities. The Quality Education Fund (QEF) has included “Life-wide Learning” as one of the priority themes. Schools may apply for additional resources under QEF to arrange diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students’ learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

2. and 3.

Given the full resumption of quarantine-free travel between Hong Kong and the Mainland, EDB and relevant organisations are gradually resuming student exchange activities subsidised by the Mainland Experience Scheme for Post-secondary Students, exchange activities of the Pilot International Study Programme (Mainland Exchange) organised by the Vocational Training Council (VTC), and the Mainland professional exchange activities for teachers.

In the 2021/22 and 2022/23 academic years, the number of students participating in the Mainland Experience Scheme for Post-secondary Students and VTC’s Pilot International Study Programme (Mainland Exchange), and the expenditures involved are as follows:

Academic year	Mainland Experience Scheme for Post-secondary Students		Pilot International Study Programme (Mainland Exchange) ^{&}	
	No. of students [*]	Expenditure (\$ million) [@]	No. of students	Expenditure (\$ million)
2021/22 [#]	100	0.8 [^]	N.A. ^Δ	
2022/23 ⁺	600	13.6 [^]	20	0.6

- & Starting from the 2020/21 academic year, VTC launched the 3-year Pilot International Study Programme (Mainland Exchange) to support its trainees and relevant staff under the Training and Support Scheme to take part in study and exchange programmes in the Mainland. The above Pilot Programme is extended for 2 years to benefit more students.
- * Rounded down to the nearest hundred
- @ Manpower resources for the provision of the above scheme are subsumed under the recurrent expenditure of EDB
- # Actual figures revised from last year's estimates
- ^ With the suspension of exchange activities by institutions due to the COVID-19 epidemic, there was a drop in the number of post-secondary students participating in exchange programmes and expenditure in the 2021/22 academic year. With full resumption of quarantine-free travel between Hong Kong and the Mainland since February 2023, EDB has earmarked funding under the Mainland Experience Scheme for Post-secondary Students to encourage institutions to fully resume exchange activities.
- △ Under the impact of the COVID-19 epidemic, VTC was not able to organise the exchange activities in the 2021/22 academic year. The activities will be gradually resumed from the 2022/23 academic year onwards.
- + Provisional figures

In the 2021/22 to 2022/23 school years, the number of teachers joining the Mainland professional exchange programmes and the expenditure involved are as follows –

School year	No. of teachers [*]	Expenditure (\$ million) [@]
2021/22 [#]	50	0
2022/23 ⁺	1 380	8.7

- * Rounded down to the nearest hundred
- @ Manpower resources for the provision of Mainland professional exchange programmes are subsumed under the recurrent expenditure of EDB
- # Actual figures revised from last year's estimates (activities were held online)
- + Provisional figures (some activities may be held online)

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1747)

Head: (173) Working Family And Student Financial Assistance Agency

Subhead (No. & title): ()

Programme: (1) Student Assistance Scheme
(2) Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates that in the 2022/23 academic year, the Agency implemented improvement measures to facilitate online applications, streamlined the arrangements for student loan applicants to submit their applications, launched a chatbot to enhance enquiry services on student financial assistance schemes, and made use of mobile devices to facilitate the conduct of home visits and interviews. In this connection, would the Government inform this Committee of the following:

- a) the respective numbers of applicants who made online applications for student loans and working family allowance in recent years and the percentage share of online applications among all applications;
- b) while implementing improvement measures such as launching online applications and chatbot and making use of mobile devices have enhanced the adoption of information technology in the Agency, please give a detailed breakdown of the expenditures on the development and enhancement of the technologies concerned;
- c) whether some manual efforts can be saved with the related technological improvement measures to reduce the Agency's administrative expenditure; if yes, please provide a breakdown of the relevant administrative staff costs saved; if no, please provide the reasons.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 10)

Reply:

- a) At present, applications for student loan schemes, including Tertiary Student Finance Scheme - Publicly-funded Programmes, Financial Assistance Scheme for Post-secondary Students, Non-means-tested Loan Scheme for Full-time Tertiary

Students, Non-means-tested Loan Scheme for Post-secondary Students, and Extended Non-means-tested Loan Scheme, must be submitted online.

The total number of applications for Working Family Allowance (WFA), and the numbers and percentages of applications made online in the past three years (i.e. 2020-21 to 2022-23) are tabulated below:

	2020-21	2021-22	2022-23 (as at 28 February 2023)
Number of applications made online	11 341	22 887	38 766
Total number of applications received	135 229	134 942	118 396
Percentage of applications made online	8.4%	17%	32.7%

- b) The costs for implementing improvement measures to facilitate online applications, launching a chatbot, and developing a mobile platform and using handheld devices to facilitate home visits and interviews in the past 3 years (i.e. 2020-21 to 2022-23) are tabulated below:

		2020-21 (\$ million)	2021-22 (\$ million)	2022-23 (as at 28 February 2023) (\$ million)
Implementing improvement measures to facilitate online applications (including enhancing the functions of the e-platform, facilitating e-submission of applications and supporting documents through “iAM Smart”, and increasing the file size limit for uploading of documents)	WFA Scheme	1.195	4.538	0.751
	Student Finance Assistance Schemes	0.388	1.310	0.416
Developing a chatbot to provide round-the-clock enquiry services		-	-	0.912
Developing a mobile platform and using handheld devices for home visits and interviews		-	1.291	1.458

- c) The Working Family and Student Financial Assistance Agency (WFSFAA) has been actively adopting information technology to enhance its services and bring greater convenience to the public. For online applications, applicants of various financial assistance/loan schemes can now submit their applications and supporting documents online through personal computers, laptops, tablets or smart phones anytime anywhere. They can also check their application status and make appointments online for counter

service. Users of iAM Smart+ can even perform authentication and sign electronically, saving substantially the time for making submission and the costs for photocopying and postage. Besides, WFSFAA has launched the chatbot service as an additional channel to provide round-the-clock online public enquiry services. As regards the use of handheld devices to support home visits and interviews, apart from obviating the need for staff to bring along a large number of paper documents when working outside the office and more effectively enhances information security, it allows staff to process documents submitted by the interviewees instantly, thereby saving the procedures and time for the latter to submit supplementary documents subsequently. These measures mainly aim to bring greater convenience to the public and enhance service quality and efficiency. Any manpower saved has been redeployed to improve service efficiency and quality.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2172)

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

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the student financial assistance and loan schemes for post-secondary and tertiary students administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency, will the Government inform this Committee of the following:

- (1) the numbers of students enrolled in publicly-funded post-secondary programmes, and the respective numbers and percentages of students enrolled in self-financing bachelor's degree programmes, associate degree programmes and higher diploma programmes in each of the past 5 years;
- (2) the respective numbers of applications received, numbers of applications approved and total amount of loans for (i) the Tertiary Student Finance Scheme - Publicly-funded Programmes; (ii) the Financial Assistance Scheme for Post-secondary Students; (iii) the Non-means-tested Loan Scheme for Full-time Tertiary Students; (iv) the Non-means-tested Loan Scheme for Post-secondary Students; and (v) the Extended Non-means-tested Loan Scheme, and the respective numbers of default cases and total amount of arrears for each scheme in each of the past 5 years; and
- (3) the numbers of cases in which SFO proceeded to take loan recovery action against defaulters and their indemnifiers, and the amount of arrears involved in these cases in each of the past 5 years.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 29)

Reply:

- (1) The numbers of students enrolled in publicly-funded post-secondary programmes[^] in the 2018/19 to 2022/23 academic years are tabulated below:

	Academic year				
	2018/19	2019/20	2020/21	2021/22	2022/23*
Number of students	99 852	99 955	98 370	97 995	95 985

[^] Including the publicly-funded post-secondary programmes offered by the University Grants Committee-funded universities; the Hong Kong Institute of Vocational Education, the Hong Kong Design Institute, the Chinese Culinary Institute and the International Culinary Institute and the Maritime Service Training Institute of the Vocational Training Council; the Hong Kong Academy for Performing Arts; and the Prince Philip Dental Hospital.

* Figures as at the beginning of the 2022/23 academic year. The final number of students may vary.

The numbers and percentages of students enrolled in full-time locally-accredited self-financing associate degree, higher diploma and bachelor's degree programmes are tabulated below:

Level of study	Number of students (Percentage over the total)				
	Academic year				
	2018/19	2019/20	2020/21	2021/22	2022/23*
Associate degree	21 629 (29.54%)	21 561 (29.58%)	19 774 (28.64%)	18 522 (28.14%)	30 361 [^] (47.11%)
Higher diploma	14 163 (19.34%)	14 466 (19.84%)	12 684 (18.37%)	11 635 (17.68%)	
Bachelor's degree [#]	37 433 (51.12%)	36 875 (50.58%)	36 592 (52.99%)	35 660 (54.18%)	34 085 (52.89%)
Total	73 225	72 902	69 050	65 817	64 446

* Figures as at the beginning of the 2022/23 academic year. The final number of students may vary.

Including the numbers of students of first-year-first-degree and top-up degree programmes, and students in the self-financing year of double degree programmes.

[^] As the Education Bureau is currently collecting and collating the breakdowns for the 2022/23 academic year, relevant data is not available for the time being.

(2) The information on loans provided to students and default cases under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) in the 2018/19 to 2022/23 academic years is tabulated below:

Scheme	Academic year				
	2018/19	2019/20	2020/21	2021/22	2022/23*
(i) TSFS					
Number of applications	23 741	22 319	21 945	20 540	19 561
Number of applications approved	19 519	17 994	17 579	16 365	12 970
Total amount of loans disbursed (\$million)	170.30	157.44	141.74	132.22	88.16
Number of default cases [#]	971	966	735	612	575
Amount in default (\$million) [@]	19.14	18.38	16.29	13.90	13.05
(ii) FASP					
Number of applications	20 709	19 290	18 897	17 405	16 188
Number of applications approved	16 184	14 941	14 697	13 638	10 242
Total amount of loans disbursed (\$million)	144.32	130.09	129.41	121.07	70.71
Number of default cases [#]	1 175	1 174	849	710	673
Amount in default (\$million) [@]	13.09	12.91	11.05	10.09	9.78
(iii) NLSFT					
Number of applications	16 026	16 324	16 137	13 884	13 273
Number of applications approved	14 524	14 927	14 795	13 526	12 903
Total amount of loans disbursed (\$million)	483.73	486.83	481.02	451.25	389.77
Number of default cases [#]	976	860	553	460	432
Amount in default (\$million) [@]	12.93	12.49	10.02	9.12	8.74
(iv) NLSPS					
Number of applications	15 624	15 640	15 223	12 531	11 671
Number of applications approved	14 539	14 339	13 961	12 146	11 104
Total amount of loans disbursed (\$million)	681.54	673.30	662.85	609.44	487.42

Scheme	Academic year				
	2018/19	2019/20	2020/21	2021/22	2022/23*
Number of default cases [#]	2 281	2 217	1 493	1 243	1 200
Amount in default (\$million) [@]	42.30	41.60	34.62	30.54	29.70
(v) ENLS					
Number of applications	6 652	6 641	7 205	6 513	4 877
Number of applications approved	6 652	6 641	7 205	6 513	4 474
Total amount of loans disbursed (\$million)	385.95	414.64	492.12	455.27	264.83
Number of default cases [#]	4 879	4 670	3 803	3 384	3 252
Amount in default (\$million) [@]	62.11	61.67	55.41	50.95	49.12

* As at 31 January 2023.

Cases with two or more consecutive overdue quarterly instalments or six or more consecutive overdue monthly instalments are regarded as default cases. The figures on the default cases in the 2018/19 to 2022/23 academic years reflect the number of cases as at 31 July 2019, 31 July 2020, 31 July 2021, 31 July 2022 and 31 January 2023 respectively, including those cases where loan borrowers started repayment in the previous academic years and in the academic years concerned but were still in default as at those dates.

@ The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and as at the end of the respective academic years.

(3) The numbers of default cases in which legal recovery action has been initiated against defaulters and their indemnifiers by the Student Finance Office (SFO) and the amount in default involved in the 2018/19 to 2022/23 academic years are tabulated below:

	Academic year*				
	2018/19	2019/20	2021/21	2021/22	2022/23
Number of cases in which legal recovery action has been initiated [^]	7 407	6 661	5 891	5 429	5 250
Amount in default (\$million) [@]	134.71	127.16	116.45	107.36	103.94

* The figures in the 2018/19 to 2022/23 academic years reflect the number of cases as at 31 July 2019, 31 July 2020, 31 July 2021, 31 July 2022 and 31 January 2023 respectively, including those cases where loan borrowers started repayment in the previous academic years and in the academic years concerned but were still in default as at those dates.

[^] The figures include those cases referred to the Department of Justice and claims filed directly with the Small Claims Tribunal, cases in which loan borrowers had been declared bankrupt/applied for Individual Voluntary Arrangement under the Bankruptcy Ordinance or whose deferment applications/write-off applications were being processed by SFO.

@ The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and as at the end of the respective academic years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1967)

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the recovery of defaulted student loans, will the Government inform this Committee of the following:

1. the default rates, number of default cases and the arrears involved of various student loan schemes in the past 5 years;
2. the number of reminders and SMS messages sent or phone calls made, the number of cases in which deferment of loan repayment or extension of repayment period has been arranged, and the number of cases in which legal action has been taken to recover defaulted loans under the student loan schemes;
3. the average time interval between phases of recovery action; and
4. whether there are plans to review the existing procedures for loan recovery, and in particular, upload the information of default cases onto the database held by the Commercial Credit Reference Agency to enhance deterrent effect. If so, what are the details? If not, what are the reasons?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 17)

Reply:

1. Cases with two or more consecutive overdue quarterly instalments/six or more consecutive overdue monthly instalments are regarded as default cases. The numbers of default cases, amounts in default and default rates under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary

Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) in the 2018/19 to 2022/23 academic years are tabulated below:

Scheme	Academic Year*				
	2018/19	2019/20	2020/21	2021/22	2022/23
TSFS					
Number of default cases	971	966	735	612	575
Amount in default (\$million) [@]	19.14	18.38	16.29	13.90	13.05
Default rate	4.14%	3.59%	2.58%	2.09%	2.07%
FASP					
Number of default cases	1 175	1 174	849	710	673
Amount in default (\$million) [@]	13.09	12.91	11.05	10.09	9.78
Default rate	4.65%	4.12%	2.78%	2.28%	2.29%
NLSFT					
Number of default cases	976	860	553	460	432
Amount in default (\$million) [@]	12.93	12.49	10.02	9.12	8.74
Default rate	3.37%	2.33%	1.47%	1.05%	1.12%
NLSPS					
Number of default cases	2 281	2 217	1 493	1 243	1 200
Amount in default (\$million) [@]	42.30	41.60	34.62	30.54	29.70
Default rate	5.03%	3.87%	2.38%	1.89%	2.01%
ENLS					
Number of default cases	4 879	4 670	3 803	3 384	3 252
Amount in default (\$million) [@]	62.11	61.67	55.41	50.95	49.12
Default rate	8.75%	7.82%	6.20%	5.38%	5.58%
Total					
Number of default cases	10 282	9 887	7 433	6 409	6 132
Amount in default (\$million)[@]	149.57	147.05	127.39	114.60	110.39
Default rate	5.75%	4.72%	3.37%	2.75%	2.87%

* The figures in the 2018/19 to 2022/23 academic years reflect the numbers of cases as at 31 July 2019, 31 July 2020, 31 July 2021, 31 July 2022 and 31 January 2023 respectively, including those cases where loan borrowers started repayment in the previous academic years and in the academic years concerned but were still in default as at those dates.

@ The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and the respective academic years.

- For the recovery of defaulted loans, the numbers of reminders and SMS messages sent or phone calls made, the numbers of applications for deferment of loan repayment, and the numbers of cases in which legal recovery action has been initiated in the 2018/19 to 2022/23 academic years are tabulated below:

	Academic Year*				
	2018/19	2019/20	2020/21	2021/22	2022/23
Number of reminders sent	27 627	23 714	8 206	6 528	2 088
Number of SMS messages sent or phone calls made	61 136	56 104	14 844	2 764	2 181
Number of applications for deferment of loan repayment	228	131	0	0	0
Number of cases in which legal recovery action has been initiated [^]	7 407	6 661	5 891	5 429	5 250

* The respective positions as at 31 July 2019, 31 July 2020, 31 July 2021, 31 July 2022 and 31 January 2023.

[^] The figures include those cases referred to the Department of Justice (DoJ) and those with claims filed directly with the Small Claims Tribunal (SCT), cases in which loan borrowers had been declared bankrupt/applied for Individual Voluntary Arrangement (IVA) or whose deferment applications/write-off applications were being processed by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency.

To ease the cash flow burden of student loan repayers amidst the epidemic, the Government has provided interest-free deferral of loan repayment since 1 April 2020 for 4 years. The Chief Executive announced further extension of the interest-free deferral of loan repayment arrangement for another year until 31 March 2025 in the 2022 Policy Address. (The extension is subject to subsequent approval by the Finance Committee of the Legislative Council.) All eligible student loan repayers and those new loan repayers who would commence student loan repayment during the suspension period do not need to repay any interest and loan principal during such period, but repayers with defaulted loans before the suspension period still need to settle the arrears. With the interest-free deferral of loan repayment arrangement in force, the number of default cases has reduced, and so has the numbers of reminders SMS messages sent and phone calls made to recover defaulted student loans. Also, eligible student loan repayers do not need to submit any application for deferment of loan repayment.

- As for the work in recovering defaulted student loans and following up on cases of inability to repay loans, SFO will administer different stages of loan recovery procedures as appropriate on a case-by-case basis. Generally speaking, SFO will issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the arrears by a specified date. For those defaulted loan borrowers and their indemnifiers who fail to respond to reminders, SFO will send SMS messages or make phone calls to them. Apart from urging them to settle the arrears, SFO will also find out if they need assistance. If no repayment or response is received from the loan borrowers and their indemnifiers, SFO will proceed to take loan recovery action against them by referring the cases to DoJ or filing claims directly with SCT. For those defaulted loan borrowers who have genuine difficulties in repaying their loans, SFO will provide assistance, such as allowing them to opt for IVA under the Bankruptcy Ordinance or defer loan repayment. The time required for the above loan recovery procedures varies case by case, depending on the repayment status of the defaulted loan borrowers and their indemnifiers or other factors.

4. SFO will review the prevailing loan recovery procedures from time to time, with a view to enhancing the effectiveness in recovering defaulted student loans. With the official launch of the Credit Reference Platform on 28 November 2022, SFO will study the feasibility of uploading information of default cases onto the credit reference database.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3215)

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

Subhead (No. & title): (202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Scheme for Full-time Tertiary Students, please provide the numbers of cases with overdue repayments, amounts of overdue repayments involved, and numbers of cases with loans defaulted for over 6 months, in the past 3 years. Regarding the Non-means-tested Loan Scheme for Post-secondary Students, please provide the numbers of cases with overdue repayments, amounts of overdue repayments involved, and numbers of cases with loans defaulted for over 6 months, in the past 3 years.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 78)

Reply:

To ease the cash flow burden of student loan repayers amidst the epidemic, the Government has provided interest-free deferral of loan repayment since 1 April 2020 for 4 years. The Chief Executive announced further extension of the interest-free deferral of loan repayment arrangement for another year until 31 March 2025 in the 2022 Policy Address. (The extension is subject to subsequent approval by the Finance Committee of the Legislative Council.) All eligible student loan repayers and those new loan repayers who would commence student loan repayment during the suspension period do not need to repay any interest and principal during such period. Repayers with outstanding arrears accrued before the suspension period are still required to repay the arrears.

The numbers of cases with loans defaulted for over 6 months, and the numbers of other loan repayment accounts with overdue repayments and amounts of overdue repayments involved under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) and the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in the 2020/21 to 2022/23 academic years are tabulated below:

Cases with loans defaulted for over 6 months (Note 1)

Scheme	Academic year		
	2020/21	2021/22	2022/23
NLSFT			
Number of default cases	553	460	432
Amount in default (\$million) (Note 2)	10.02	9.12	8.74
NLSPS			
Number of default cases	1 493	1 243	1 200
Amount in default (\$million) (Note 2)	34.62	30.54	29.70

Other Cases of overdue repayment

Scheme	Academic year		
	2020/21	2021/22	2022/23 (Note 3)
NLSFT			
Number of loan repayment accounts with overdue repayments	4 725	609	448
Amount of overdue repayments (\$million) (Note 4)	1.63	1.50	1.16
NLSPS			
Number of loan repayment accounts with overdue repayments	7 207	1 162	834
Amount of overdue repayments (\$million) (Note 4)	4.58	5.32	4.59

Notes

1. The numbers of default cases in the 2020/21 to 2022/23 academic years reflect the positions as at 31 July 2021, 31 July 2022 and 31 January 2023 respectively, and include cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.
2. The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and the academic years concerned.
3. As at 31 January 2023.
4. Including the amount of overdue repayments which are still outstanding and those which have already been settled.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1771)

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

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the student financial assistance schemes under the Programme, please advise on the following:

1. the average amount of loans disbursed to applicants in each of the past 5 years, broken down by the 5 student loan schemes (the Tertiary Student Finance Scheme – Publicly-funded Programmes, the Financial Assistance Scheme for Post-secondary Students, the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme);
2. further to the above question, the numbers of students defaulted on loan repayment under the 5 student loan schemes in the past 5 years;
3. the number of loan repayers who have chosen not to defer loan repayment but to repay the loans according to the original repayment schedules, and the proportion of such loan repayers to all loan repayers since the Government has implemented the measure of automatic interest-free deferral of loan repayment for the 5 student financial assistance schemes for post-secondary students from April 2020 onwards; and
4. the numbers of student loan repayers who requested early partial repayment, early lump sum repayment and restructuring of loan repayment period in the past 5 years, and the proportion of such loan repayers to all loan repayers.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 19)

Reply:

1. The average amounts of loans disbursed to applicants of the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) in the 2018/19 to 2022/23 academic years are tabulated below:

Academic Year	Average amount of loans disbursed (\$)				
	TSFS	FASP	NLSFT	NLSPS	ENLS
2018/19	38,871	40,585	39,235	55,841	63,395
2019/20	41,140	42,114	39,474	56,442	67,564
2020/21	43,385	45,012	39,577	58,002	73,004
2021/22	45,266	46,282	39,702	58,906	74,806
2022/23*	48,019	45,441	40,220	56,611	63,190

* As at 31 January 2023.

2. Cases with two or more consecutive overdue quarterly instalments/ six or more consecutive overdue monthly instalments are regarded as default cases. The numbers of default cases under TSFS, FASP, NLSFT, NLSPS and ENLS in the 2018/19 to 2022/23 academic years are tabulated below:

Academic Year*	Number of default cases					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
2018/19	971	1 175	976	2 281	4 879	10 282
2019/20	966	1 174	860	2 217	4 670	9 887
2020/21	735	849	553	1 493	3 803	7 433
2021/22	612	710	460	1 243	3 384	6 409
2022/23	575	673	432	1 200	3 252	6 132

* The numbers of default cases in the 2018/19 to 2022/23 academic years reflect the positions as at 31 July 2019, 31 July 2020, 31 July 2021, 31 July 2022 and 31 January 2023 respectively, and include those cases where loan borrowers started repayment in the previous academic years and in the academic years concerned but are still in default as at those dates.

3. To ease the cash flow burden of student loan repayers amidst the epidemic, the Government has provided interest-free deferral of loan repayment since 1 April 2020 for 4 years. The Chief Executive announced further extension of the interest-free

deferral of loan repayment arrangement for another year until 31 March 2025 in the 2022 Policy Address. (The extension is subject to subsequent approval by the Finance Committee of the Legislative Council.) All eligible student loan repayers and those new loan repayers who would commence student loan repayment during the suspension period do not need to repay any interest and principal during such period. Student loan repayers can choose not to defer the loan repayment in respect of all of their loan accounts or individual loan accounts and repay the loan (including principal and interest payable) according to the original repayment schedule. Since the implementation of the interest-free deferral of loan repayment arrangement from 1 April 2020 and up till 31 January 2023, about 15 000 loan repayers have chosen not to defer loan repayment, accounting for about 8% of the total number of loan repayers.

4. The standard repayment period of student loans is 15 years commencing from completion of study. Student loan borrowers may choose to commence loan repayment one year after graduation, and settle their loan repayment in any span of years within the standard repayment period. They may, according to their personal financial situation, make subsequent requests to alter the original repayment period any time, and without restriction on the number of such requests, to shorten or lengthen the loan repayment period up to the longest period of time allowed for repayment. As the repayment periods of student loan borrowers vary and they make changes to the repayment arrangements from time to time, we have not kept any statistics on the numbers of requests raised by loan borrowers for making partial or lump sum repayment, and changing the loan repayment period.

The numbers of loan repayment accounts which have been fully settled and the proportions to all loan repayment accounts in the 2018/19 to 2022/23 academic years are tabulated below:

	Academic Year				
	2018/19	2019/20	2020/21*	2021/22*	2022/23*
Number of loan repayment accounts which have been fully settled	18 204	13 919	6 142	6 847	3 333
Proportion to the total number of loan repayment accounts [@]	10%	7%	3%	3%	1%

* Under the interest-free deferral of loan repayment arrangement implemented since 1 April 2020, all eligible student loan repayers and those new loan repayers who would commence student loan repayment during the suspension period do not need to repay any interest and principal during the relevant period (except for those defaulters against whom legal recovery action has been initiated and loan repayers who have chosen not to defer the loan repayment or have requested to make a lump sum repayment). As a result, the numbers of loan repayment accounts fully settled in the 2020/21 to 2022/23 academic years (as at 31 January 2023) decreased significantly as compared with previous years.

@ The total numbers of loan repayment accounts in the 2018/19 to 2022/23 academic years reflect the positions as at 31 July 2019, 31 July 2020, 31 July 2021, 31 July 2022 and 31 January 2023 respectively, and include those loan repayment accounts which benefited from the interest-free deferral of loan repayment arrangement.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1772)

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

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the financial assistance schemes for post-secondary students under this Programme, please advise on the following:

1. Based on the amount of loan, please provide the respective numbers of new student loan repayers in each of the past 5 years, and set out the information in the following table:
Year:

	Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)	Financial Assistance Scheme for Post-secondary Students (FASP)	Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)	Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)	Extended Non-means-tested Loan Scheme (ENLS)
\$50,000 or below					

\$50,001- \$100,000					
\$100,001- \$150,000					
\$150,001- \$200,000					
\$200,001- \$250,000					
Over \$250,000					

2. It is mentioned under this Programme that the Working Family and Student Financial Assistance Agency will continue the concerted efforts to recover student loans in arrears. Has the Government taken any measures to encourage repayers to repay their loans on time, and shorten the repayment period, etc.? If yes, what are the details and the expenditure involved? If no, what are the reasons?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 21)

Reply:

1. The numbers of new loan repayers who commenced student loan repayments in the 2018/19 to 2021/22 academic years, broken down by the total amount of loan, are tabulated below:

Total amount of loan	Number of new loan repayers				
	TSFS	FASP	NLSFT	NLSPS	ENLS
2018/19 academic year					
\$50,000 or below	1 155	1 207	1 425	810	1 808
\$50,001- \$100,000	683	690	1 243	1 858	1 419
\$100,001- \$150,000	329	284	733	1 566	669
\$150,001- \$200,000	288	265	949	867	234
\$200,001- \$250,000	90	64	236	597	77
Over \$250,000	24	29	59	573	183
Total number of new loan repayers	2 569	2 539	4 645	6 271	4 390

Total amount of loan	Number of new loan repayers				
	TSFS	FASP	NLSFT	NLSPS	ENLS
2019/20 academic year*					
\$50,000 or below	1 216	1 525	1 866	952	2 338
\$50,001-\$100,000	982	1 031	1 643	2 742	1 767
\$100,001-\$150,000	412	421	1 091	2 580	1 095
\$150,001-\$200,000	406	298	1 355	1 399	392
\$200,001-\$250,000	106	91	349	842	161
Over \$250,000	30	37	69	647	269
Total number of new loan repayers	3 152	3 403	6 373	9 162	6 022
2020/21 academic year*					
\$50,000 or below	732	657	1 483	717	1 098
\$50,001-\$100,000	635	660	1 264	2 406	1 309
\$100,001-\$150,000	334	331	654	2 377	752
\$150,001-\$200,000	263	170	779	805	276
\$200,001-\$250,000	77	29	149	460	109
Over \$250,000	23	13	23	341	247
Total number of new loan repayers	2 064	1 860	4 352	7 106	3 791

Total amount of loan	Number of new loan repayers				
	TSFS	FASP	NLSFT	NLSPS	ENLS
2021/22 academic year*					
\$50,000 or below	611	748	1 609	824	1 251
\$50,001-\$100,000	727	878	1 411	2 402	1 450
\$100,001-\$150,000	381	479	839	2 054	886
\$150,001-\$200,000	203	155	1 175	759	405
\$200,001-\$250,000	159	118	263	398	195
Over \$250,000	50	53	51	321	283
Total number of new loan repayers	2 131	2 431	5 348	6 758	4 470

*To ease the cash flow burden of student loan repayers amidst the epidemic, the Government has provided interest-free deferral of loan repayment since 1 April 2020 for 4 years. The Chief Executive announced further extension of the interest-free deferral of loan repayment arrangement for another year until 31 March 2025 in the 2022 Policy Address. (The extension is subject to subsequent approval by the Finance Committee of the Legislative Council.) All eligible student loan repayers and those new loan repayers who would commence student loan repayment during the suspension period do not need to repay any interest and principal during such period.

As for the number of new loan repayers commencing student loan repayment in the 2022/23 academic year, as most of such repayers have yet to complete their study in the academic year and graduate, the relevant figures are not yet available.

2. To facilitate student loan repayers to repay their loans on time and avoid incurring extra interest expenses, the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency has implemented a number of measures, including issuing demand notes and repayment schedules at the electronic platform “SFO E-link” and sending reminders to repayers through SMS, and making available various repayment methods, including autopay and electronic repayment methods such as repayment via “SFO E-link”, Faster Payment System and Internet Banking Payment Services, etc. These measures could facilitate repayers to make timely repayments anytime, anywhere and more conveniently. No additional expenditure was incurred for the measures.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1773)

Head: (173) Working Family And Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the financial assistance for primary and secondary students under the Programme, please provide the following information for the past 3 years:

1. the number of applications approved for full grant or half grant under the School Textbook Assistance Scheme each year and their percentage share in the total number of Primary 1 to Secondary 6 students in local schools in that year;
2. the number of applications approved under the Student Travel Subsidy Scheme each year and their percentage share in the total number of students attending primary or secondary school or a full-time day course up to the degree level in a recognised institution in that year;
3. the number of full-time and part-time students under the Diploma Yi Jin (DYJ) Programme obtaining 30%, 50% or 100% reimbursement of the tuition fees paid each year, and their percentage share in the total number of full-time and part-time students under the DYJ Programme in that year;
4. the number of students obtaining 30%, 50% or 100% reimbursement of the tuition fees paid under the Financial Assistance Scheme for Designated Evening Adult Education Courses each year, and their percentage share in the total number of students enrolled in such courses in that year; and
5. the number of ineligible or rejected applications under the above schemes each year.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 23)

Reply:

The information sought relating to the School Textbook Assistance Scheme, the Student Travel Subsidy Scheme, the reimbursement of tuition fees in respect of the Diploma Yi Jin (DYJ) Programme and the Financial Assistance Scheme for Designated Evening Adult Education Courses from the 2020/21 to 2022/23 school years is set out at Annex.

School Textbook Assistance Scheme

School year	Number of students whose applications were approved and their percentage share in the total number of primary and secondary students				Number of students whose applications were not approved
	Full grant		Half grant		
	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share	
2020/21	124 513	19.10%	81 268	12.47%	5 976
2021/22	122 302	19.46%	78 415	12.48%	7 681
2022/23 (as at 31 January 2023)	113 067	18.58%	77 022	12.65%	7 077

Student Travel Subsidy Scheme

School year	Number of students whose applications were approved and their percentage share in the total number of primary and secondary/post-secondary students				Number of students whose applications were not approved
	Primary and secondary students		Post-secondary students		
	No. of students whose applications were approved	Percentage share	No. of students whose applications were approved	Percentage share	
2020/21	149 017	22.34%	28 479	17.62%	26 440
2021/22	145 316	22.58%	25 772	16.29%	32 635
2022/23 (as at 31 January 2023)	134 527	21.59%	17 839	11.61%	30 573

Reimbursement of tuition fees in respect of the DYJ Programme

School year	Number of students whose applications were approved [#] and their percentage share in the total number of students under the programme					
	30% reimbursement of tuition fees		50% reimbursement of tuition fees		100% reimbursement of tuition fees	
	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share
2020/21	4 363	61.99%	605	8.60%	1 109	15.76%
2021/22*	4 198	61.54%	535	7.84%	1 112	16.30%
2022/23	As the reimbursement of tuition fees for the 2022/23 school year will begin in April 2023, the number of applications is not yet available.					

At the end of each school year, the institutions inform the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency of the details of the students who are eligible for reimbursement of tuition fees paid for making the reimbursement arrangements. For ineligible students (e.g. those who did not complete the programme), the institutions will not provide any information to the SFO.

*Figures as at 31 January 2023. A small number of cases of tuition fee reimbursement for the 2021/22 school year are still being processed.

Financial Assistance Scheme for Designated Evening Adult Education Courses

School year	Number of students whose applications were approved [#] and their percentage share in the total number of students enrolled in the courses					
	30% reimbursement of tuition fees		50% reimbursement of tuition fees		100% reimbursement of tuition fees	
	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share
2020/21	442	39.22%	61	5.41%	132	11.71%
2021/22*	405	33.31%	48	3.95%	129	10.61%
2022/23	As the reimbursement of tuition fees for the 2022/23 school year will begin in April 2023, the number of applications is not yet available.					

At the end of each school year, the institutions will inform the SFO of the details of the students who are eligible for reimbursement of tuition fees for making the reimbursement arrangements. For ineligible students (e.g. those who did not complete the relevant courses), the institutions will not provide any information to the SFO.

*Figures as at 31 January 2023. A small number of cases of tuition fee reimbursement for the 2021/22 school year are still being processed.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1075)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Please set out the respective numbers of kindergarten, primary and secondary students in receipt of grants under various student financial assistance schemes, as well as the respective numbers of families involved in each of the past 3 school years, with a breakdown by education level, category of financial assistance schemes and grant rate.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 9)

Reply:

The respective numbers of students and families in receipt of full grant, 3/4 grant (if applicable) and half grant under the various student financial assistance schemes in the 2020/21 to 2022/23 school years (as at 31 January 2023), broken down by education level from pre-primary to secondary levels, are set out below:

Education level	Financial assistance scheme	Number of students in receipt of financial assistance			Number of families in receipt of financial assistance*		
		Full grant	3/4 grant	Half grant	Full grant	3/4 grant	Half grant
2020/21 school year							
Pre-primary level	Kindergarten and Child Care Centre Fee Remission Scheme	14 321	2 344	9 486	20 448	3 305	14 364
	Grant for School-related Expenses for Kindergarten Students	21 467	3 543	14 998			

Education level	Financial assistance scheme	Number of students in receipt of financial assistance			Number of families in receipt of financial assistance*		
		Full grant	3/4 grant	Half grant	Full grant	3/4 grant	Half grant
Primary and secondary levels	Subsidy Scheme for Internet Access Charges ⁺	88 193	Not applicable (N.A.)	56 669	95 887	N.A.	61 187
	School Textbook Assistance Scheme	124 513		81 268			
	Student Travel Subsidy Scheme	91 439		57 578			
	Financial Assistance Scheme for Designated Evening Adult Education Courses	132		61			
	Tuition Fee Reimbursement under the Diploma Yi Jin Programme	1 109		605			
2021/22 school year							
Pre-primary level	Kindergarten and Child Care Centre Fee Remission Scheme	14 125	2 284	8 509	19 575	3 218	12 871
	Grant for School-related Expenses for Kindergarten Students	20 406	3 444	13 258			
Primary and secondary levels	Subsidy Scheme for Internet Access Charges ⁺	88 711	N.A.	55 416	92 736	N.A.	57 791
	School Textbook Assistance Scheme	122 302		78 415			
	Student Travel Subsidy Scheme	89 540		55 776			
	Financial Assistance Scheme for Designated Evening Adult Education Courses [@]	129		48			
	Tuition Fee Reimbursement under the Diploma Yi Jin Programme [@]	1 112		535			
2022/23 school year (as at 31 January 2023)							
Pre-primary level	Kindergarten and Child Care Centre Fee Remission Scheme	11 783	1 994	7 247	15 925	2 735	10 737
	Grant for School-related Expenses for Kindergarten Students	16 706	2 942	11 063			

Education level	Financial assistance scheme	Number of students in receipt of financial assistance			Number of families in receipt of financial assistance*		
		Full grant	3/4 grant	Half grant	Full grant	3/4 grant	Half grant
Primary and secondary levels	Subsidy Scheme for Internet Access Charges ⁺	81 195	N.A.	53 984	85 942	N.A.	56 487
	School Textbook Assistance Scheme	113 067		77 022			
	Student Travel Subsidy Scheme	80 820		53 707			
	Financial Assistance Scheme for Designated Evening Adult Education Courses [^]	N.A.		N.A.			
	Tuition Fee Reimbursement under the Diploma Yi Jin Programme [^]						

* Families with more than 1 child receiving financial assistance under different schemes at various education levels are counted under the respective schemes concurrently.

+ The subsidy is disbursed on a household basis.

@ The figures are as at 31 January 2023. A small number of reimbursement applications for the 2021/22 school year are still under processing.

^ Relevant information is not yet available as reimbursement applications for the 2022/23 school year will only be processed from April 2023.

- End -

CONTROLLING OFFICER'S REPLY

EDB233

(Question Serial No. 0741)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the Research Funding and Research Assessment Exercise, it is mentioned under the Programme that the \$20-billion injection into the Research Endowment Fund has been placed with the Hong Kong Monetary Authority (HKMA) since September 2019 to generate investment income. In this connection, will the Government advise on:

1. the total amount of investment income earned from the date of placement at the HKMA; and
2. the allocation of the additional investment income generated from the \$20-billion injection by the Research Grants Council in the past 3 financial years (2020-21, 2021-22 and 2022-23), with a breakdown by area (e.g. to enhance the budget for various research funding schemes)?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 32)

Reply:

1. The Government injected \$20 billion into the Research Endowment Fund (the Fund) in 2019, thereby increasing its value from \$26 billion to \$46 billion. The Fund, including the additional injection, is placed with the Hong Kong Monetary Authority for investment. From 30 September 2019 to 31 December 2022, the Fund earned an investment income of about \$7.3 billion.
2. The additional injection into the Fund has increased investment income, which enables the Research Grants Council (RGC) to enhance its budgets for existing funding schemes and introduce new research initiatives. The RGC has increased its annual provision for research funding schemes from about \$1.31 billion before the injection (i.e. 2019/20

Academic Year), gradually by \$0.96 billion, to about \$2.27 billion in 2022/23 Academic Year. The increased provision is mainly used for the following initiatives:

Initiatives	Academic Year	Amount (\$ million)*
Increasing funding for General Research Fund	2020/21	196
	2022/23	200
Increasing funding for Early Career Scheme	2020/21	29
Increasing funding for Theme-based Research Scheme	2020/21	30
Increasing funding for Collaborative Research Equipment Grant	2020/21	25
	2022/23	50
Increasing funding for Collaborative Research Project Grant	2020/21	11
	2021/22	34
Enhancing support for Collaborative Research	2021/22	50
Increasing funding for National Natural Science Foundation of China (NSFC)/RGC Joint Research Scheme	2022/23	13
Implementing the NSFC/RGC Collaborative Research Scheme	2022/23	36
Implementing the Young Collaborative Research Grant	2022/23	50
Implementing the Strategic Topics Grant	2022/23	150
Providing support for the exploratory proposals under the Theme-based Research Scheme and Areas of Excellence Scheme	2022/23	30
Providing additional funding for Areas of Excellence Scheme	2022/23	50
Total amount		954

*Figures may not add up to total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2067)

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:

Education has always been considered a top priority for development. In recent years, funding for various education polices has been increasing. Since the standard of universities largely depends on their “soft powers”, it is often difficult to evaluate their performance effectively, and this may undermine the efficiency of government supervision. In this connection, please advise on the following:

- (1) It is learnt that the University Accountability Agreement (UAA) will be renewed in 2025. Regarding the government grants to universities, does the University Grants Committee (UGC) have any measures to regularly monitor the items for which such grants are used, the ways in which they are used, and the amounts involved. In the current year, has the UGC administered the ordinances related to the UAA to safeguard the quality of teaching at the universities?
- (2) The increase in the UGC provision this year is mainly due to the increase in the number of publicly-funded Research Postgraduate (RPg) places, and the provision earmarked for 2023-24 and 2025-26 will also double. What are the reasons for relaxing the admission requirements of RPg courses? Is there a sufficient demand of qualified students for such courses? What remedies will be taken if the policy fails to yield the expected results?

Asked by: Hon KONG Yuk-foon, Doreen (LegCo internal reference no.: 21)

Reply:

(1)

Under the prevailing mechanism, the University Grants Committee (UGC) allocates recurrent grants to the 8 UGC-funded universities in the form of a block grant, typically on a triennial

basis. The recurrent block grants are disbursed for deployment and by the universities in accordance with the principle of institutional autonomy. Around 78% of the block grant is purported for teaching purposes, which is mainly determined on the basis of the approved student number targets of individual universities. The universities should strive to achieve the target levels of student admission and enrolment on one hand while avoiding excessive over-enrolment to safeguard the quality of teaching and learning on the other. The UGC Secretariat has a data collection mechanism in place to facilitate an in-depth review of the utilisation of student places by universities in each academic year and each triennium, and the UGC may advise the universities or take appropriate actions regarding their funding-associated obligations.

In the light of the public expectation that UGC-funded universities should pursue academic excellence while responding to social needs and in alignment with Government policy objectives, as well as to realise Hong Kong's unique advantages in a highly internationalised higher education environment, the UGC has signed University Accountability Agreements (UAAs) with individual universities since the 2019-22 triennium and renewed them for the 2022-25 triennium. The UAA sets out 5 key activity domains, namely quality of student experience of teaching and learning; research performance and research postgraduate experience; knowledge transfer and wider engagement; enhanced internationalisation and engagement with the Mainland; and financial health, institutional social responsibilities and sustainability. It also sets out more than 20 sector-wide performance measures and about 15 to 20 institution-specific performance indicators for appraising the performance of universities in an objective and comprehensive manner. The UGC reviews the performance of universities in the aforesaid domains annually and releases the performance indicators on its website, so as to enhance universities' public accountability.

In addition, the UGC has adopted the performance indicators submitted by the universities under the UAA in the Planning Exercise for the 2022-25 triennium concluded last year. Through adopting a data-driven approach, the performance indicators formed part of the most significant component in the assessment process for formulating recommendations for the allocation of student places and funding. The dovetailing of the UAA with the triennial planning exercise reflects the principle that universities must be accountable to the society for their performance and ensures the proper use of the funding received in the best interests of students and the community.

On the other hand, about 20% of the grants is purported for research purposes. The Research Assessment Exercise (RAE) is typically conducted every six years as part of the UGC's commitment to assess the research performance of UGC-funded universities. The RAE 2020 results were announced in May 2021, and about 70% of the research projects were judged by international experts to be "internationally excellent" or above, with 25% being "world leading" and 45% "internationally excellent". The encouraging outcome provided an impetus for the universities in their pursuit for excellence and was a strong evidence on the strength of the universities in research.

(2)

To further boost the development of academic research in the UGC-funded universities, the Chief Executive announced in the 2022 Policy Address the gradual increase in the number of publicly-funded RPg places from existing 5 595 per year to 7 200 in the 2024/25 academic

year. Together with the gradual uplift of the over-enrolment ceiling from 70% last year to 100%, the capacity of UGC-funded universities in enrolling RPg students will increase by more than 50%.

The increase in publicly-funded RPg places aims to attract and nurture more talent, with a view to enhancing the research capacity of the 8 UGC-funded universities and promoting high-quality development in universities and Hong Kong without involving any relaxation of admission criteria for RPg students. The UGC-funded universities enjoy autonomy in selection of students and have formulated admission policy and criteria to ensure that only the most suitable and deserving applicants are offered admission. In admitting students for RPg programmes, all universities have a wealth of experience and guided by a merit-based approach in selecting applicants from around the world, taking into account the students' academic results and research abilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB235

(Question Serial No. 2086)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government has announced its macro planning on pursuing high-quality development and the development of innovation and technology in Hong Kong. In view of this, support from the higher education sector is necessary in nurturing the required talents.

- (1) As at end December 2022, a total of 30 projects were funded in the first ten rounds of exercise under the Areas of Excellence Scheme. What are the respective percentages of the number of funded projects in the humanities and social sciences versus sciences disciplines? Is it possible to disclose the assessment criteria of proposals in different disciplines?
- (2) The Research Grants Council (RGC) introduced three research fellowship schemes, namely the RGC Postdoctoral Fellowship Scheme, the RGC Research Fellow Scheme and the RGC Senior Research Fellow Scheme, in the 2019/20 academic year. Will the Government attract talents in a targeted manner through the schemes, say in the areas of humanities, social sciences and policy research in addition to high-tech talent, so as to enhance Hong Kong's policy research capacity and the level of social research work? What will be the criteria in assessing the relevance of the talents to Hong Kong's development?
- (3) Last year, a recurrent funding of \$71.9 million per year was earmarked for the University Grants Committee (UGC)-funded universities. The funding will be increased this year. How will the Government assess the extent to which the funding is used by the universities and the actual benefits brought by the disbursement of the funding?

Asked by: Hon KONG Yuk-foon, Doreen (LegCo internal reference no.: 40)

Reply:

- (1) Among the 30 funded projects in the first ten rounds of exercise under the Areas of Excellence Scheme, three projects (accounting for 10% of the total) were in the Humanities and Social Sciences and Business Studies disciplines, while the other 27 (accounting for 90% of the total) were in the Biology and Medicine, Engineering and Physical Sciences disciplines.

The RGC gives equal support to research in different disciplines. All research proposals, irrespective of the discipline, are subject to the same peer review mechanism and rigorous assessment based on the academic quality of the proposals. The assessment criteria of the Areas of Excellence Scheme include (1) qualification as world leading by international standards and as an Area of Excellence; (2) credentials and resources of the project team; (3) existence of a clear strategy; and (4) sound structure for an Area of Excellence.

- (2) The three meritorious research fellow schemes cover all disciplines. Each scheme has two selection panels comprising experts to process nominations under the broad disciplines of Humanities, Social Sciences and Business Studies, and Sciences, Medicine, Engineering and Technology respectively.

Candidates from the three schemes will be strictly assessed based on the following criteria:

- (1) RGC Postdoctoral Fellowship Scheme

- Record of academic excellence;
- Research ability and track record to date;
- Leadership experience;
- Merit of the proposed research project(s) / activities;
- Potential impact of the proposed research project(s) / activities; and
- University's support.

- (2) RGC Research Fellow Scheme / RGC Senior Research Fellow Scheme

- Qualifications and research capability;
- Proven research track record to date;
- Leadership quality and vision in the chosen area of research;
- Merit of the research proposal, including methodology, scope, theoretical framework, etc.;
- Feasibility of the proposed research project, including planning, management and resources;
- Contribution and potential impact of the proposed research project, including knowledge transfer and research impact; and
- University's support.

- (3) In order to encourage universities to share their knowledge with the community, the UGC allocates an additional stream of recurrent grants to the universities over the years

to further strengthen and broaden their endeavours on this front. In the 2022-2025 triennium, such annual additional funding from the UGC amounts to around \$71.9 million for the eight UGC-funded universities. In general, the universities have primarily deployed the additional resources to strengthen their general support for knowledge sharing, e.g. conducting staff training and on-campus promotion, organising public engagement activities such as seminars and exhibitions, covering the operating expenses of dedicated offices and the cost of filing patent applications, etc. The universities are required to publish an annual report to inform the public of their achievements with reference to specific cases and performance indicators. As observed from the annual reports, while certain knowledge sharing activities (such as seminars and exhibitions) have inevitably been affected by the epidemic in recent years, the universities have proactively applied their knowledge and expertise to the fight against the epidemic. The universities have also achieved progress in different areas of knowledge sharing, such as cultivating an innovative environment or promoting social innovation, in the light of their individual missions and institutional objectives. The public may continue to monitor universities' effectiveness in the use of funding for promoting knowledge sharing on the aforesaid basis.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1796)

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:

Under the Programme, the Education Bureau (EDB) supports the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. As a result of the efforts of the Government and the 2 sectors, about 55% of young people who have completed secondary education now have access to undergraduate-level education (including first year and senior year intakes). With sub-degree places included, about 80% of young people in the relevant age group now have access to post-secondary education. In addition, the EDB implements initiatives to support students pursuing post-secondary education both locally and outside Hong Kong. In this connection, please advise this Committee of the following:

- a) the numbers of students of publicly-funded undergraduate programmes and the expenditures involved in the past 3 years;
- b) the numbers of students of publicly-funded associate degree (AD) programmes and the expenditures involved in the past 3 years;
- c) the estimated numbers of students of publicly-funded undergraduate programmes and the estimated expenditures involved in the coming 3 years; and
- d) the estimated numbers of students of publicly-funded AD programmes and the estimated expenditures involved in the coming 3 years.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 26)

Reply:

The local student enrolment figures of undergraduate and sub-degree programmes of the University Grants Committee (UGC)-funded universities in the 2019/20 to 2022/23 academic

years, and the approved student number targets in the 2023/24 to 2024/25 academic years are as follows:

(Full-time equivalent)

Level of study	Actual local student enrolment				Approved student number targets	
	2019/20	2020/21	2021/22	2022/23 (Provisional figures)	2023/24	2024/25
Sub-degree programme	2 416	2 291	2 142	1 500	895	895
Undergraduate programme	73 936	74 109	73 319	73 791	73 985	74 082
Total	76 352	76 400	75 461	75 291	74 880	74 977

Under the existing mechanism, the UGC allocates recurrent grants to the 8 UGC-funded universities in the form of a block grant, typically on a triennial basis. Universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants, which are allocated in the form of a block grant, to determine the programmes to be offered and the allocation of student places among different disciplines. Therefore, the breakdown of expenditure on sub-degree and undergraduate programmes is not available. Nevertheless, the universities annually report the average student unit costs of their UGC-funded undergraduate and sub-degree places to reflect their utilisation of funding from the UGC and other financial sources (e.g. tuition fee, donation and other incomes) for the provision of relevant programmes. The average student unit costs in the 2019/20 to 2021/22 academic years are as follows:

(HK\$)

Level of study	2019/20	2020/21	2021/22
Sub-degree programme	193,000 (133,000)	205,000 (135,000)	212,000 (137,000)
Undergraduate programme	274,000 (158,000)	269,000 (154,000)	275,000 (154,000)

Note: The average student unit cost covers teaching and research expenditures. Figures in brackets are the average student unit costs after the deduction of research expenditure. The universities can only provide the average student unit costs after each academic year, hence relevant figures for the next 3 years are currently not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB237

(Question Serial No. 1941)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of national education by the University Grants Committee (UGC), please inform this Committee of the following:

1. the expenditure involved in matters related to the promotion of national education in 2023-24;
2. the current progress of the funded universities' work in promoting national education, such as whether the related content is a compulsory course, its percentage share out of the total lecture hours, whether it earns credits required for graduation and whether assessment is involved; and
3. whether performance indicators on the promotion of national education will be introduced under the brief description of work and matters requiring attention in future estimates, so as to strengthen public scrutiny of the UGC's work in promoting national education. If so, the details; if not, the reasons for that.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 18)

Reply:

(1) to (3)

The University Grants Committee (UGC)-funded universities have the duty to nurture our younger generations to become socially responsible citizens with national identity and affection for Hong Kong as well as an international perspective. The universities shall also offer their students national security education or activities according to Article 10 of the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (NSL) to raise national security and law-abidingness

awareness among staff members and students. To this end, the Government has included “whole-person development” as one of UGC’s 4 strategic directions for the 2022-25 triennium, stating that a strong sense of civic duty should be instilled into students through value education at university level as we nurture graduates to become the future pillars of our society. Education on the Constitution, the Basic Law and the NSL should also form an important part of the university curriculum, with a view to nurturing students into law-abiding and responsible citizens.

In pursuit of the above-mentioned objectives, the UGC-funded universities have incorporated national education and national security education into their curricula for undergraduate students, with relevant courses and activities including lectures, seminars, sharing sessions, workshops, forums and study tours that cover aspects such as Chinese culture, history and philosophy, the constitutional order and laws of our country and Hong Kong, as well as the national development and achievements in various fields. According to the universities, the overall feedback from the participants was positive, and they considered that the activities had not only helped enhance their awareness of national security, but also developed their sense of civic duty and national identity. Detailed information on the relevant courses and activities completed or being arranged in the 2022/23 academic year (including the brief description, as a graduation requirement or not, the duration and the mode of assessment) as provided by the 8 UGC-funded universities was set out in the paper submitted by the Education Bureau to the Subcommittee to Study the Promotion of National and National Security Education under the Legislative Council Panel on Education in December last year for Members’ reference.

Under the prevailing mechanism, the universities mainly deploy resources from the block grant for taking forward initiatives on national and national security education. As such, we do not have a breakdown on the cost incurred.

In addition, to further take forward the strategic direction of “whole-person development”, the UGC announced early this year the establishment of the Whole-person Development Fund, with an allocation of \$30 million, to support the 8 UGC-funded universities in pursuing initiatives that will enrich the learning experience of students outside the classroom in four key areas including the “fostering a stronger sense of social responsibility and good citizenship”. The universities are encouraged to make use of the funding to organise activities with a view to fostering a sense of national and cultural identity among university students and enhancing the younger generation’s overall understanding of national history, culture and socio-economic development. Our target is to provide the funding to the universities in the second quarter of this year for early commencement of the various initiatives.

Meanwhile, the UGC has allocated an additional \$50 million to the Funding Scheme for Mainland and Global Engagement and Student Learning Experience so that the universities can provide more learning experience outside Hong Kong for their students. With the resumption of cross-boundary travel early this year, the UGC has invited the universities to make use of the funding under the Scheme proactively. In particular, the universities have been invited to focus on the Guangdong-Hong Kong-Macao Greater Bay Area when arranging experiential learning activities and internship programmes for their students, thereby promoting engagement, interactions and understanding of Mainland developments and in turn set their sights on the opportunities in the Mainland.

The major work involved in the promotion of national education (such as organising courses and other learning activities, as well as Mainland exchange programmes) is arranged by individual universities instead of directly by the UGC and as their actual circumstances are different from one another, no specific performance indicators on the promotion of national education are being planned.

- End -

CONTROLLING OFFICER'S REPLY

EDB238

(Question Serial No. 0581)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Hong Kong PhD Fellowship Scheme (HKPFS) aims to attract the best and brightest students from around the world to pursue PhD programmes in Hong Kong. Will the Government inform this Committee of:

1. the number of applicants of the HKPFS and the proportion of local, Mainland and other non-local applicants in the past 3 years;
2. the number of recipients of the HKPFS and the expenditure involved in the past 3 years, with a breakdown by PhD programme category and nationality of recipients;
3. the administrative expenses of the HKPFS in the past 3 years, with a breakdown by academic year; and
4. the proportion of local awardees who stayed and worked in Hong Kong after graduation in the past 5 years, with a breakdown by PhD programme category.

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 16)

Reply:

1. In the past 3 years (2019/20 to 2021/22 academic years), the numbers of applicants of the Hong Kong PhD Fellowship Scheme (HKPFS) by place of origin and their overall percentages are tabulated below:

Academic year	Place of origin			Total number of applicants
	Local (percentage)	Mainland (percentage)	Others (percentage)	
2019/20	299 (4.3%)	3 570 (50.9%)	3 142 (44.8%)	7 011 (100%)

Academic year	Place of origin			Total number of applicants
	Local (percentage)	Mainland (percentage)	Others (percentage)	
2020/21	303 (5.0%)	2 938 (48.6%)	2 811 (46.4%)	6 052 (100%)
2021/22	292 (4.3%)	4 074 (60.1%)	2 414 (35.6%)	6 780 (100%)

2. The number of fellowships awarded under the HKPFS was 250 each in the 2019/20 and 2020/21 academic years, and increased to 300 in the 2021/22 academic year. The expenditures involved in the 2019/20 to 2021/22 academic years were HK\$220 million, HK\$230 million and HK\$250 million respectively.

The numbers of awardees in the 2019/20 to 2021/22 academic years by broad academic programme category are tabulated below:

Academic year	Broad academic programme category	Total number of awardees
2019/20	Medicine, Dentistry and Health	33
	Sciences	63
	Engineering and Technology	74
	Business and Management	13
	Social Sciences	16
	Arts and Humanities	34
	Education	17
	Total number	250
2020/21	Medicine, Dentistry and Health	26
	Sciences	81
	Engineering and Technology	63
	Business and Management	16
	Social Sciences	26
	Arts and Humanities	29
	Education	9
	Total number	250
2021/22	Medicine, Dentistry and Health	33
	Sciences	104
	Engineering and Technology	67
	Business and Management	18
	Social Sciences	23
	Arts and Humanities	46
	Education	9
	Total number	300

The breakdown of awardees by their place of origin in the past 3 academic years from 2019/20 to 2021/22 are tabulated at the [Annex](#).

3. The administrative expenses involved in the HKPFS has been included in the overall operational expenses of the University Grants Committee (UGC), and hence a breakdown of expenditure is not available.
4. The UGC does not have available information on whether local HKPFS graduates stay and work in Hong Kong.

**The place of origin of the Hong Kong PhD Fellowship Scheme awardees
in the 2019/20 to 2021/22 academic years**

Country/Region	Number of awardees in the 2019/20 academic year	Number of awardees in the 2020/21 academic year	Number of awardees in the 2021/22 academic year
Argentina	1	-	-
Armenia	1	-	1
Australia	2	1	1
Austria	1	-	1
Bangladesh	4	6	4
Bhutan	-	1	1
Brazil	1	1	4
Cambodia	-	1	-
Canada	1	3	2
Czech Republic	1	-	1
Denmark	1	-	-
Ecuador	-	-	1
Egypt	-	-	2
Ethiopia	1	5	2
Fiji	1	-	-
France	2	-	-
Germany	2	3	-
Ghana	5	5	8
Hong Kong	29	40	38
Hungary	1	-	-
India	8	6	3
Indonesia	6	1	10
Iran	2	4	2
Ireland	-	1	1
Italy	4	3	5
Jamaica	-	-	1
Japan	2	1	1
Kazakhstan	3	-	1
Macao	-	-	2
Mainland	100	104	162
Malaysia	8	4	4
Mexico	2	-	1
Nepal	1	1	2
Netherlands	1	-	1
New Zealand	-	1	1
Nigeria	7	4	3
Norway	1	-	-
Pakistan	6	3	4

Country/Region	Number of awardees in the 2019/20 academic year	Number of awardees in the 2020/21 academic year	Number of awardees in the 2021/22 academic year
Peru	2	-	-
Philippines	2	6	1
Poland	1	1	-
Republic of Serbia	1	-	-
Romania	5	1	-
Russia	-	2	2
Rwanda	3	-	-
Singapore	-	3	-
South Africa	4	-	-
South Korea	1	7	5
Spain	1	2	1
Sri Lanka	-	6	3
Sweden	1	2	-
Syria	-	-	1
Taiwan	1	-	1
Tanzania	-	-	1
Thailand	2	2	-
Turkey	-	1	-
Uganda	-	-	1
Ukraine	1	-	1
United Kingdom	5	9	6
United States	8	6	3
Vietnam	5	2	3
Zambia	1	1	1
Zimbabwe	1	-	-
Total number of awardees	250	250	300

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0582)

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:

Hong Kong is in urgent need of local talent to bolster its economic development. To expand our talent pool, we need to nurture more local top talent. Since 2020-21, the Targeted Taught Postgraduate Programmes Fellowships Scheme (the Scheme), launched on a pilot basis, has subsidised meritorious local students to pursue taught postgraduate programmes in targeted areas. Will the Government advise this Committee of the following:

1. the number of applicants in each year since the launch of the Scheme;
2. the numbers of students receiving subsidies and the total expenditure since the launch of the Scheme, with a breakdown by subsidy amount granted for enrolling in the taught postgraduate programmes in targeted areas; and
3. the administrative expenses of the Scheme since its launch with a breakdown by year?

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 18)

Reply:

- 1 and 2. The University Grants Committee (UGC) introduced the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) on a pilot basis for 5 cohorts starting from the 2020/21 academic year to offer fellowships to local students pursuing eligible taught postgraduate programmes in the 8 UGC-funded universities relating to 7 priority areas. Under the TPgFS, the amount of each fellowship is subject to a cap of \$120,000 (for the whole taught postgraduate programme, regardless of study period). A total of 500 fellowship places were provided for the first cohort (i.e. admitted in the 2020/21 academic year) and 1 000 for each cohort thereafter.

The numbers of students awarded the fellowships for the first 3 cohorts of the TPgFS by priority area are as follows:

Priority area	First cohort (admitted in the 2020/21 academic year)	Second cohort (admitted in the 2021/22 academic year)	Third cohort (admitted in the 2022/23 academic year)
“STEM” (Science, Technology, Engineering and Mathematics)	55	268	277
Healthy living and caring community ^{Note 1}	108	294	257
Sustainable city and regional development ^{Note 2}	52	75	68
Hong Kong’s strategic position as a regional and international business centre	82	149	166
Emerging research	136	72	96
Creative industries	16	60	76
Culture, heritage and humanities ^{Note 3}	33	63	59
Total	482	981	999
Maximum number of fellowships	500	1 000	1 000

Note:

1. The priority area was named “Promoting good health” for the first cohort of the TPgFS.
2. The priority area was named “Developing a sustainable environment” for the first cohort of the TPgFS.
3. The priority area was named “Promoting the cultural and heritage industries” for the first cohort of the TPgFS.

The UGC has earmarked a non-recurrent grant of about \$570 million for the TPgFS, with about \$300 million being disbursed to the universities for the award of fellowships for the first 3 cohorts.

3. The UGC Secretariat has deployed existing manpower and resources to assist in handling the work relating to the TPgFS. The expenditure involved is subsumed under the departmental expenses and no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2820)

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:

According to Programme 1, the University Grants Committee has implemented the Targeted Taught Postgraduate Programmes Fellowships Scheme on a pilot basis starting from the 2020/21 academic year, offering fellowships to local students pursuing targeted taught postgraduate programmes. The Scheme has been run for 3 cohorts. Will the Administration regularise the Scheme and increase the fellowship places and amount? If yes, what are the details? If no, what are the reasons?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 37)

Reply:

The University Grants Committee (UGC) introduced the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) on a pilot basis for 5 cohorts starting from the 2020/21 academic year to offer fellowships to local students pursuing eligible taught postgraduate programmes in the 8 UGC-funded universities relating to 7 priority areas. Under the TPgFS, the amount of each fellowship is subject to a cap of \$120,000 (for the whole taught postgraduate programme, regardless of study period), and students awarded with the fellowship are still required to pay a tuition fee of not less than \$42,100.

The primary aim of the TPgFS is to attract more meritorious local students to pursue further studies in the 7 priority areas conducive to the development of Hong Kong (including "STEM" (Science, Technology, Engineering and Mathematics), healthy living and caring community, sustainable city and regional development, Hong Kong's strategic position as a regional and international business centre, emerging research, creative industries and culture, heritage and humanities).

The TPgFS has been implemented for 3 cohorts, and will approach the final phase by the 2024/25 academic year. Upon submission of further data and feedback to the UGC by the

UGC-funded universities in the second half of this year, the UGC Secretariat will conduct an in-depth analysis on effectiveness of the pilot scheme and sum up our experience in its implementation to facilitate the Government's decision on the way forward of the TPgFS in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB241

(Question Serial No. 0536)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The latest Manpower Forecast for Hong Kong Construction Industry released by the Construction Industry Council reveals that the construction industry is facing different degrees of shortage of elementary workers, middle-level technicians, supervisors and professionals. The Development Bureau will formulate a holistic strategy by mid-2023 to address manpower needs of the industry. In this connection, will the Government inform this Committee of:

1. the number of subsidised degree places offered by various University Grants Committee (UGC)-funded institutions in the 2022-25 triennium for programmes relating to architecture, surveying, planning and landscape (excluding engineering), as well as their enrolment rates;
2. the employment rates of graduates of the above programmes in the past 3 years and their wage levels in the first year after graduation; and
3. whether it will actively encourage or request various UGC-funded institutions to increase the number of subsidised places mentioned above so as to dovetail with market demand, relevant government policies and long-term development of Hong Kong in commencing the planning work for the 2025-28 triennium?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 18)

Reply:

1. The admission figures of the University Grants Committee (UGC)-funded first-year-first-degree (FYFD) and senior-year (SY) undergraduate (Ug) programmes and taught postgraduate (TPg) programmes relating to the architecture, surveying, planning and landscape (ASPL) sectors in the 2022/23 academic year are set out at

Annex 1. Since the UGC Secretariat does not collect information on the number of applicants for the programmes, the admission rates are unavailable.

The Government will only determine the approved student number targets by university and study level within the triennial funding period. Apart from the education and healthcare disciplines, we do not specify the number of student places for individual disciplines or programmes. Universities may, under the principle of institutional autonomy, flexibly deploy their recurrent grants, which are allocated in the form of a block grant, to determine the programmes to be offered and the allocation of student places among different disciplines. Therefore, the UGC Secretariat does not maintain the statistics on programmes relating to the ASPL sectors for the coming 2 academic years.

2. According to the graduate employment surveys conducted by the universities from the 2018/19 to 2020/21 academic years, details of the employment situation and average annual salaries of graduates of the UGC-funded Ug and TPg programmes related to ASPL sectors are set out at **Annex 2.** The result of the surveys for the 2021/22 academic year is tentatively scheduled to be released in the third quarter of this year.

3. The UGC will commence the Planning Exercise for the 2025/26 to 2027/28 triennium (2025-28 triennium). During the process, the Government will consolidate the views of relevant bureaux and departments on the manpower of different professions and industries. The UGC will invite the universities to take them into account during the preparation of their Planning Exercise Proposals with a view to meeting societal needs and responding to the Government's strategic directions proactively.

The Chief Executive has set the targets in his 2022 Policy Address of having around 35% and 60% of students in UGC-funded universities studying in STEAM disciplines and those relevant to the "eight centres" under the National 14th Five-Year Plan in the coming 5 years. When taking forward the Planning Exercise for the 2025-28 triennium, the UGC will proactively work with the universities towards meeting this target.

Admissions of UGC-funded FYFD and SY Ug programmes and TPg programmes related to the ASPL sectors in the 2022/23 academic year by university

(Headcount)

University	Programme name	Admission type of undergraduate programme	Admission
Undergraduate programme			
City University of Hong Kong	Department of Architecture and Civil Engineering (options: BEng Architectural Engineering, BEng Civil Engineering, BSc Surveying)	FYFD	102
	Bachelor of Engineering in Architectural Engineering	SY	2
	Bachelor of Science in Surveying	SY	7
	Bachelor of Science in Architecture Studies	SY	26
The Chinese University of Hong Kong	B.S.Sc. in Architectural Studies	FYFD	42
	B.S.Sc. in Urban Studies	FYFD	22
The Hong Kong Polytechnic University	BSc (Hons) Scheme in Building and Real Estate	FYFD	111
		SY	69
	BEng (Hons) Scheme in Building Sciences and Engineering	FYFD	52
		SY	67
BSc (Hons) Land Surveying and Geo-Informatics	SY	38	
The University of Hong Kong	Bachelor of Arts in Architectural Studies	FYFD	65
	Bachelor of Science in Surveying	FYFD	70
	Bachelor of Arts in Landscape Studies	FYFD	14
	Bachelor of Arts in Urban Studies	FYFD	23
Total		FYFD	501
		SY	209
Taught postgraduate programme			
The Chinese University of Hong Kong	Master of Architecture		40
The University of Hong Kong	Master of Architecture		68
	Master of Science in Urban Planning		24
	Master of Landscape Architecture		2
Total			134

Note:

1. "UGC-funded programmes related to ASPL" refers to programmes with English titles containing the key words "Architecture", "Building", "Survey", "Urban" or "Landscape".
2. Universities may adopt the "broad-based admission" approach, i.e. students are first admitted to the Faculty/School/general programmes and select their majors/specialisation only at a later stage (mostly Year 2) of their study.

**Employment situation and average annual salaries of graduates of UGC-funded
Ug programmes and TPg programmes related to ASPL sectors
in the 2018/19 to 2020/21 academic years^(Note 1):**

Academic year		Ug programmes	TPg programmes
2018/19	Employment situation		
	Full-time employed ^(Note 2)	90.5%	89.3%
	Further studies ^(Note 2)	4.8%	0.8%
	Unemployed	1.7%	0.8%
	Underemployed ^(Note 3)	1.4%	2.5%
	Others	1.7%	6.6%
	Average annual salaries ^(Note 4)	\$248,000	\$373,000
2019/20	Employment situation		
	Full-time employed ^(Note 2)	85.2%	86.8%
	Further studies ^(Note 2)	10.2%	1.8%
	Unemployed	0.5%	0.9%
	Underemployed ^(Note 3)	1.2%	7.0%
	Others	2.8%	3.5%
	Average annual salaries ^(Note 4)	\$244,000	\$344,000
2020/21	Employment situation		
	Full-time employed ^(Note 2)	82.7%	88.8%
	Further studies ^(Note 2)	11.2%	0.8%
	Unemployed	1.1%	0.8%
	Underemployed ^(Note 3)	1.1%	1.6%
	Others	3.9%	8.0%
	Average annual salaries ^(Note 4)	\$248,000	\$369,000

Notes:

1. The employment information of graduates from full-time UGC-funded programmes in a given year is collected through the Graduate Employment Surveys conducted in December annually by the UGC-funded universities. The overall response rate of the surveys on UGC-funded programmes related to ASPL sectors for the three academic years was over 80%.
2. Full-time employment and further studies do not include non-local graduates who returned to their country of origin for working or further studies respectively.
3. Underemployed includes graduates who were available for or have sought additional work but were involuntarily working less than 35 hours a week; and those who were employed on a part-time or temporary basis.
4. Annual salaries include commission and other cash allowances.
5. “UGC-funded programmes related to ASPL” refers to programmes with English titles containing the keywords “Architecture”, “Building”, “Survey”, “Urban” or “Landscape”.
6. Percentages may not add up to 100% owing to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2987)

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:

As mentioned in the Estimates, the Research Grants Council launched the Strategic Topics Grant (STG) in August 2022 to support collaborative and interdisciplinary research at the University Grants Committee-funded universities to address Hong Kong's imminent challenges and seize the opportunities of the National 14th Five-Year Plan. Funding of \$150 million from the Research Endowment Fund has been set aside for this new STG. In this connection, will the Government inform this Committee of:

1. the number of STG applications received so far; and
2. the number of projects approved, with a breakdown by universities, projects and the amount of grant.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 16)

Reply:

1. As at the close of application, a total of 29 applications have been received under the Strategic Topics Grant.
2. As the applications of this initial exercise are still being processed for approval, the requested information is currently not available. The funding results will be announced in the middle of this year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2988)

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:

As mentioned in the Estimates, the Global STEM Professorship Scheme aims to attract overseas research talents in the relevant disciplines to work in Hong Kong. In this connection, will the Government inform this Committee, since the launch of the Scheme:

1. What is the annual expenditure on the remuneration subsidy portion of the Scheme?
2. How many STEM scholars in total have come to Hong Kong under the Scheme?
3. Can the STEM scholars bring their research teams to Hong Kong? If yes, what is the number of research team members?
4. Have any STEM scholars withdrawn from the Scheme? If yes, what is the number involved?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 17)

Reply:

The Global STEM Professorship Scheme was launched in June 2021. Since then and until the end of March 2023, a total of 39 STEM scholars have commenced their appointment in Hong Kong, and none of them have withdrawn from the Scheme. Each STEM scholar may apply for funding support to engage up to 4 researchers to assist in their research work under the Scheme.

The expenditures on the remuneration subsidy portion of the Scheme in the 2021-22 and 2022-23 financial years are about \$71 million (involving 15 STEM scholars) and \$116 million (involving 24 STEM scholars) respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3502)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Apart from course activities, will the Administration look into all information technology-related courses that are currently provided by secondary schools to make them more systematic? How will the Administration evaluate the benefits of these courses for students?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 27)

Reply:

Technology Education in Hong Kong aims to help students understand and master the applications of technology and information technology (IT), and learn about the impact of technology on improving daily life and promoting social development. The Education Bureau (EDB) will continuously renew the Technology Education curriculum (including the IT-related curriculum in secondary schools) and enrich it progressively, so as to make the learning contents more systematic to facilitate better interfacing between students' different key stages of learning.

In the 2017/18 school year, we updated the Technology Education Key Learning Area Curriculum Guide to, among others, strengthen coding education for the junior secondary level with a view to enhancing students' computational thinking and creativity, and enable them to get a better grasp of IT knowledge and skills. Meanwhile, the subsequently updated senior secondary Information and Communication Technology curriculum, which is implemented from Secondary 4 from the 2022/23 school year onwards, has doubled the contents on coding education and incorporated topics on innovation and technology (I&T), such as artificial intelligence. To support the initiatives of stepping up the promotion of STEAM education to strengthen I&T learning for all as proposed in the Chief Executive's 2022 Policy Address, EDB has incorporated more I&T learning elements into the IT-related curriculum, including introducing the "Module on Artificial Intelligence for Junior Secondary Level" to enable students to acquire the concept and knowledge of artificial intelligence in a more systematic manner. The aforesaid module will be launched progressively in the 2022/23 school year to enhance students' interests and capabilities in learning I&T.

Regarding the assessment of students' learning in relation to the above curriculum, recommendations on students' learning assessment are covered in the relevant curriculum documents. This is to facilitate teachers' timely review of students' learning progress during the teaching process. Besides, EDB will seek to understand the implementation progress of the IT-related curriculum in schools (including students' learning progress) through various means, such as school visits, focus group meetings, day-to-day contact with schools and inspections. EDB will also continuously review and look into the curriculum in accordance with the established procedures under the existing mechanism of the Curriculum Development Council, so as to enhance the learning contents of the IT-related curriculum to ensure that it can keep abreast of the times.

- End -

CONTROLLING OFFICER'S REPLY

EDB245

(Question Serial No. 3540)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Now that Hong Kong has entered a new stage of advancing from stability to prosperity, the onus is on the SAR Government to strengthen the promotion of national education to help young people to develop national identity and a correct attitude towards life, deepen their understanding of the country and enhance their sense of belonging thereto. In this connection, are there any statistics on the number of officer rank staff responsible for coordinating national education in all the primary and secondary schools in Hong Kong? Will the Administration consider allocating resources to set up a central department or positions to coordinate national education in all primary and secondary schools, so as to lead the national education activities for teachers and students?

Asked by: Hon KONG Yuk-foon, Doreen (LegCo internal reference no.: 41)

Reply:

The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach to promote national education and national security education (NSE), which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students, etc., to support primary and secondary schools in promoting national education and NSE within and beyond the classroom through whole-school participation, enhancing students’ sense of national identity.

As various different work areas are involved in safeguarding national security and NSE, EDB issued detailed administration and education guidelines in the 2020/21 school year to require all schools to, in light of their own context, form a relevant working group or assign a dedicated person to take charge of the liaison and coordination work, and adopt a whole school approach in formulating and implementing various measures related to safeguarding national security and NSE. In further strengthening national education, it is announced in the 2022 Policy Address that all publicly-funded schools should assign a dedicated co-ordinator to lead the strategic planning of national education (including NSE) based on a whole-school approach by the 2022/23 school year.

As regards manpower of schools, in recent years, EDB has continued to allocate resources to education areas to support the work of schools by, among others, improving the manpower of vice-principals in public sector primary and secondary schools as well as that at the middle management level in primary schools, to further enhance the manpower resources in schools to facilitate the implementation of various education measures (including promoting national education). EDB also provides cash grants to schools for their flexible deployment to hire additional teaching and non-teaching staff to cater for their operational needs on top of the regular teaching posts within the approved establishment. Schools may make optimal use of the aforementioned additional resources and measures to assign suitable staff to co-ordinate national education activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB246

(Question Serial No. 3301)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

On the frontline implementation level, is there any communication and collaboration mechanism between the Education Bureau and the districts offices of the Social Welfare Department for supporting families of students with special educational needs?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 154)

Reply:

While the Education Bureau and the Social Welfare Department perform their respective functions in supporting students with special educational needs (SEN), they maintain communication and cooperation and provide services under their professions, including provision of assessment, referral and support for students with SEN and arrangement of rehabilitation services and family support services. Their mode of cooperation depends on the circumstances of the case concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB247

(Question Serial No. 3302)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What policies were adopted by the Government in the past 5 school years to support special school students in pursuing further studies? What new policies will be introduced in the future? How much public funds are involved?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 155)

Reply:

The Education Bureau (EDB) has been providing additional resources and support for special schools to help students develop their potential and prepare for further studies or post-school training/services, such as the comparatively smaller class size as compared to ordinary schools, allowing teachers to provide more individualised support to cater for students' learning diversity; providing additional resource teachers and specialist staff (including occupational therapist, physiotherapist, speech therapist, nurse, educational psychologist, school social workers) to cater for diverse needs of the students.

EDB has been improving the adaptation and interface of students with intellectual disability between different key stages and strengthening teachers' professional development through various projects, with a view to enhancing the quality of learning and teaching in special schools. In addition, EDB has allowed special schools operating senior secondary classes to convert the Senior Secondary Curriculum Support Grant and/or the Career and Life Planning Grant into regular teaching posts starting from the 2016/17 school year. Starting from the 2019/20 school year, EDB has further enhanced the measures, including the regular teaching posts converted from the two grants are counted towards the calculation of promotion post entitlement, and the two grants are converted into regular teaching posts across the board, in order to strengthen the middle management manpower for taking forward relevant education initiatives. Starting from the 2018/19 school year, EDB has also improved the provision of social workers in special schools so that special schools can employ more social workers to provide guidance and related services to students. From the 2022/23

school year onwards, the resources for the Hospital School have been increased and its manpower provision has been enhanced to provide hospitalised students suffering from injuries or diseases with a holistic senior secondary curriculum and enhanced life planning education, with a view to facilitating their re-integration into mainstream schools after recovery. To improve the implementation of various measures, EDB will keep reviewing and listening to the views of different stakeholders.

Special schools can holistically and flexibly deploy various subsidies and manpower provided by the Government to facilitate multi-disciplinary collaboration, and systematically formulate and implement individualised education programmes for students. Special schools can also make corresponding arrangements on the curriculum to enhance students' self-care abilities and cultivate generic skills, positive values and attitudes, timely review their progress under different learning areas, and guide them in life planning from the perspective of whole-person development according to their interests, capabilities and needs.

The actual, revised estimate and estimated expenditure on special education from the 2018-19 to 2023-24 financial years are as follows –

Financial Year	2018-19	2019-20	2020-21	2021-22	2022-23 (Revised estimate)	2023-24 (Estimate)
Expenditure (\$ billion)	2.7	3.0	3.2	3.3	3.5	3.8

- End -

CONTROLLING OFFICER'S REPLY

EDB248

(Question Serial No. 3303)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Has the Administration evaluated the effectiveness of the measures taken to support students with special educational needs? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 156)

Reply:

The Education Bureau (EDB) keeps the implementation of integrated education (IE) under review by monitoring schools' deployment of resources and implementation of relevant measures through its daily work, sending officers to other countries or regions to learn from their experience, and collecting views from the sector and stakeholders through various channels. In 2005, EDB set up the Task Force on IE comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, EDB briefs members of the Task Force on the progress of implementing IE and gauges their views on related improvement measures. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to strengthen communication and co-operation as well as hear their views on the implementation of IE.

At the school level, EDB provides additional manpower and resources for public sector ordinary primary and secondary schools to adopt the Whole School Approach (WSA) to IE. Schools should, based on students' special educational needs (SEN) and their school context, holistically and flexibly deploy school-based resources and pool together various community resources to provide appropriate support services to students with SEN. Under the School Development and Accountability Framework, schools are required to evaluate the effectiveness of their policies, measures and use of resources through an annual self-evaluation mechanism. This includes submitting a self-evaluation report on the implementation of WSA to IE at the end of each school year, which will be validated through External School Review by EDB. To further enhance transparency, schools are required to

account for the use of resources to support students with SEN in their annual School Reports and upload such information onto their school websites. In addition, we have stepped up our efforts to monitor and remind schools of the proper use of the additional resources, including issuing guidelines on the deployment of Learning Support Grant and clawback mechanism, conducting regular school visits to advise on the use of resources to support students with SEN, organising activities to facilitate experience sharing among schools, and issuing letters to remind individual schools of the need to make improvements when any undesirable situation was detected.

Based on our observations and communication with school sponsoring bodies, schools and relevant stakeholders, schools have accumulated practical experience over the years and played an active role in the implementation of WSA to IE. School-based policies and guidelines are in place to provide appropriate support for students with SEN. Student Support Teams and specialist staff (such as school-based psychologists and school-based speech therapists) led by Special Educational Needs Coordinators provide timely support for students with different learning needs. Various stakeholders share the idea of IE, and we have seen many successful examples in schools in respect of culture building, policy formulation and implementation. EDB will continue to adopt WSA to IE in primary and secondary schools, and will keep reviewing and refining the measures to support students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3304)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the support provided for students with special educational needs (SEN) at post-secondary level, please advise of the following –

the number of interpreters or note-takers provided by post-secondary institutions and whether students are required to bear the cost incurred in the past 5 years;

the financial resources for providing support services for post-secondary students with SEN in the past 5 years, with a breakdown by use; and

given the divergence and inconsistency in the policies adopted by different post-secondary institutions to support students with SEN, whether the Government will consider formulating an overarching policy and allocating additional resources to enable these institutions to strengthen their support for students with SEN.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 157)

Reply:

Post-secondary institutions will make special arrangements and provide support services to cater for students with special educational needs (SEN). The Government does not maintain records of the number of interpreters/note-takers provided by various post-secondary institutions for such students or the expenditures involved.

As far as the University Grants Committee (UGC)-funded universities are concerned, since they may flexibly deploy the recurrent grants allocated to them in the form of a block grant to support students with SEN, we are not able to provide the actual amount of expenditure. To further support students with SEN in the post-secondary sector, the Government has implemented in recent years various initiatives, which are set out below –

(a) To enable students with SEN to pursue UGC-funded programmes and adapt to campus life, as well as to further promote an inclusive culture, UGC has provided three rounds of special grant since 2015 for universities to enhance their support for students with SEN, such as purchasing aids and equipment, strengthening training for academic and administrative staff and supporting student bodies in organising events and activities that encourage integration of students with SEN into campus life. A total of \$70 million has been disbursed to the eight UGC-funded universities as of the 2021/22 academic year. In the 2022-25 triennium, UGC will allocate \$67.5 million to continue and strengthen the support for students with SEN in universities. The scope of funding will be expanded to cover employment support for these students and the purchase of wheelchair accessible barrier-free vehicles by universities.

(b) In 2013, the Government made two separate injections of \$20 million into the Hong Kong Special Administrative Region Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, which seek to give recognition to deserving post-secondary students with SEN in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive a scholarship of \$15,000. The numbers of EMA and EDS recipients in the academic years from 2017/18 to 2021/22 are tabulated below.

Academic year	2017/18	2018/19	2019/20	2020/21	2021/22
No. of EMA recipients	100	150	194	250	246
No. of EDS recipients	100	143	159	210	264

(c) In the 2013-14 to 2018-19 financial years, an annual recurrent funding of \$12 million was allocated to the Vocational Training Council to enhance the support services for students with SEN. Starting from the 2019-20 financial year, the annual recurrent funding has been increased to \$21.6 million, which covers the provision of emotional counselling services for students in need.

(d) The Commission on Poverty approved the allocation of \$12.5 million from the Community Care Fund to implement a programme in the academic years from 2015/16 to 2020/21 for enhancing the academic expenses grant for post-secondary students with SEN and financial needs in order to better facilitate their learning, for example, through purchase of equipment. The programme has been incorporated into the Government regular assistance programmes since the 2021/22 academic year. In the 2022/23 academic year, each eligible student may receive an additional academic expense grant of up to \$9,420 per year. The actual amount of grant disbursed depends on the level of assistance as assessed in the means test conducted by the Student Finance Office of the Working Family and Student Financial Assistance Agency.

The Government is committed to providing young people, including students with SEN, with flexible and diversified study pathways with multiple entry and exit points, which include undergraduate and sub-degree programmes and vocational education programmes. UGC and the Education Bureau will continue to maintain close liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for students with SEN and make every effort to promote an inclusive culture.

- End -

CONTROLLING OFFICER'S REPLY

EDB250

(Question Serial No. 3305)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Has the Administration used the Learning Support Grant for implementing measures to support students with mental illness? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 158)

Reply:

To help schools cater for students with special educational needs, the Education Bureau (EDB), on top of regular subvention for all ordinary schools, has been providing public sector schools with additional resources, including the Learning Support Grant (LSG). Starting from the 2017/18 school year, LSG covers students with mental illness (MI) so that schools can enhance their support to cater for these students' learning, social, emotional and behavioural needs. Schools can use LSG or other resources to employ additional staff, hire professional support or guidance services, introduce school-based teacher training or parent education, etc., to support students with MI.

In the 2022/23 school year, the revised estimated expenditure of the provision of LSG for public sector ordinary secondary and primary schools by EDB is about \$310 million and \$500 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB251

(Question Serial No. 3306)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

How many student residence (in terms of student hostel/boarding places) of schools (including post-secondary institutions, primary and secondary schools as well as special schools) are provided with barrier-free facilities?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 159)

Reply:

According to the information provided by 8 University Grants Committee-funded universities, about 34 390 student hostel places are situated in the hostel buildings equipped with barrier-free facilities (such as ramps, guided paths, barrier-free toilets and lifts). As regards primary, secondary and special schools, about 2 850 boarding places are situated in the boarding sections equipped with barrier-free facilities (such as ramps, accessible toilets and lifts).

- End -

CONTROLLING OFFICER'S REPLY

EDB252

(Question Serial No. 3307)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please give an account of and the statistics on the use of the following support services by students with special educational needs under the special education system and the integrated education system in the past 5 years, including physiotherapy, occupational therapy, speech therapy, braille books, audiobooks, other assistive devices (please specify the type) and sign language interpretation service.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 160)

Reply:

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessments and recommendations of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Meanwhile, EDB implements the Integrated Education (IE) Policy, other students with SEN will attend ordinary schools.

On top of regular teaching provision, special schools are provided with specialist staff, including occupational therapists, physiotherapists, speech therapists, occupational therapist assistants, nurses, educational psychologists, social workers, and braille staff according to the specific needs of their students. All students in special schools can benefit from the above professional services in accordance with their individual needs.

On top of regular subvention, public sector ordinary schools are provided with additional resources, professional support and teacher training to cater for students with SEN. The additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and Top-up Fund for procurement of special furniture and equipment or carrying out minor conversion work for students with disabilities. Schools should deploy

various school resources holistically and flexibly to render appropriate support services to students with SEN, including procuring assistive devices, employing additional teachers and teaching assistants, or hiring professional services. As the context of each school differs and school-based support services rendered vary, we do not have detailed statistics about the assistive devices and services provided by schools and their utilisation rate.

- End -

CONTROLLING OFFICER'S REPLY

EDB253

(Question Serial No. 3308)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What types of complaints did the Education Bureau receive from parents of students with special educational needs (SEN) at different types of school in the past 5 years? What strategies does the Government adopt in handling complaints lodged by parents of students with SEN?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 161)

Reply:

The common type of complaints against schools that the Education Bureau (EDB) received from parents of students with special educational needs (SEN) from the 2017/18 to 2021/22 school years are tabulated as follows –

	Common types of complaints
Primary school	student support, school maladministration, poor staff performance, discrimination
Secondary school	student support, school maladministration, discrimination
Special school	school maladministration, student support, poor staff performance

Notes:

- (i) Since complaints may cover a wide range of issues and have different focuses, and a single complaint very often involves more than one issue, the above is merely a crude categorisation.
- (ii) Related complaints appearing more than once are regarded as common type of complaints.
- (iii) During the above period, EDB received no complaints from parents of university students with SEN and 1 complaint from a parent of a kindergarten student with SEN (involving student support).

Fostering a culture of good communication and establishing a well-defined complaint handling system are essential elements of good governance and quality services. All along, EDB has been encouraging schools to strengthen communication and cooperation with parents for mutual understanding of their respective roles and responsibilities in the implementation of integrated education (IE). EDB requires schools to establish a regular

communication mechanism to let parents understand the SEN of their children, participate in the formulation of support plans, review learning progress, adjust support measures, etc.

The Enhanced School Complaint Management Arrangements (Enhanced Arrangements) were fully implemented in all public sector and Direct Subsidy Scheme schools with effect from 1 September 2017. Under the Enhanced Arrangements, schools should formulate or enhance their school-based mechanisms and procedures for handling complaints (including complaints related to students with SEN) and work out direct solutions through discussions with parents accordingly. If the school and the complainant cannot arrive at a mutual agreement for a complaint involving disability discrimination, they may submit the case to the respective Regional Education Office of EDB for follow-up actions.

Besides, EDB will continue to organise suitable courses, seminars and workshops for teachers to enhance their professional capacity in supporting students with SEN and share practices in strengthening cooperation with parents. EDB will also continue to arrange professional training and networking activities for Special Educational Needs Coordinators (SENCOs) to enhance their professional capacity for more effective fulfilment of their leadership role in strategically promoting the Whole School Approach to IE, including enhancing home-school cooperation, so that teachers can form close partnership with parents in supporting students with SEN.

The above basic principles (including the formulation of school-based mechanisms and procedures and working out direct solutions of issues through discussion with parents) are also applicable to kindergartens. If the school and the complainant cannot reach a consensus, EDB will intervene and provide support as appropriate. In areas of school administration that are likely to cause misunderstanding (e.g. student admission), EDB will also invite the Equal Opportunities Commission to explain to the school personnel the points to note under the anti-discrimination ordinances so as to enhance their awareness in this aspect.

- End -

CONTROLLING OFFICER'S REPLY

EDB254

(Question Serial No. 3309)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide a comparison of the unit cost of each type of special schools, the unit cost of supporting students with special needs in mainstream schools, and the unit cost of supporting students other than those with special needs.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 162)

Reply:

The average unit cost per school place in each type of special schools in the 2022/23 school year is tabulated below:

School type	Average unit cost per school place (\$)
Visual Impairment	423,500
Hearing Impairment	465,500
Physical Disability	432,500
Mild Intellectual Disability	268,000
Moderate Intellectual Disability	368,500
Severe Intellectual Disability	485,500
School for Social Development	263,000
Hospital School	247,500

The revised estimates of the unit cost per student in aided secondary and primary schools for 2022-23 are \$95,020 and \$77,450 respectively.

The Education Bureau (EDB) adopts the Whole School Approach to promoting integrated education in public sector ordinary schools. To help public sector ordinary schools cater for

students with special educational needs (SEN), EDB has been providing these schools with additional resources, professional support and teacher training on top of regular subvention. Schools may flexibly and strategically deploy the additional manpower and pool together other school-based and community resources to provide appropriate support to students in need. For the 2022/23 school year, the revised estimates for providing additional support and services for students with SEN in public sector ordinary schools on top of regular subvention is around \$3.8 billion. Since the additional resources benefit all students in need in public sector ordinary schools, it is not necessary to calculate the breakdown of the unit cost.

- End -

CONTROLLING OFFICER'S REPLY

EDB255

(Question Serial No. 3310)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the respective percentage share of the expenditure on integrated education and special education in the overall expenditure on education.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 163)

Reply:

The Education Bureau (EDB) adopts a dual-track mode in providing education services to students with special educational needs (SEN). EDB will, subject to the assessments and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to aided special schools for intensive support services. Meanwhile, under the policy of integrated education (IE), other students with SEN will attend ordinary schools.

In the 2022/23 school year, there are a total of 62 aided special schools in the territory, providing education and relevant services to around 8 400 students. The percentage share of the Government's revised estimated expenditure on special education in the overall expenditure on education in the 2022-23 financial year is 3.6%.

As for IE, on top of the regular subvention, EDB also provides all ordinary schools with additional resources to help them cater for students with SEN. Schools will deploy the various regular and additional resources holistically and flexibly, taking into account the diversified educational needs of students and the schools' context. Since all students (including students with SEN) can benefit from the services provided by schools, it is inappropriate to separately calculate the percentage share of the expenditure on IE in the overall expenditure on education. The revised estimated expenditure on additional support and services provided for students with SEN attending public sector ordinary schools on top of the regular subvention in the 2022-23 financial year is around \$3.7 billion.

- End -

CONTROLLING OFFICER'S REPLY

EDB256

(Question Serial No. 3311)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of students in various special schools and the unit cost per capita in the past 5 years, with a breakdown by day student, 5-day boarder, 7-day boarder, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student and legitimate child of Hong Kong permanent residents.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 164)

Reply:

The number of students, number of boarders, the average unit cost per school place and the average unit cost per boarding place of various types of special schools from the 2017/18 to 2021/22 school years are set out at Annex. The Education Bureau does not keep personal information on the background of students' parents, and is therefore not able to provide the numbers on orphans, children whose parents are both non-Hong Kong permanent residents and legitimate children of Hong Kong permanent residents.

Number of students ^{Note 1} and number of boarders (including non-Chinese (NCS) speaking students), average unit cost per school place and average unit cost per boarding place of various types of special schools from the 2017/18 to 2021/22 school years

2017/18 school year					
School type	No. of students ^{Note 3} (No. of NCS students ^{Note 4})	Average unit cost per school place (HK\$)	No. of boarders (No. of NCS students ^{Note 4})		Average unit cost per boarding place (HK\$)
			5-day	7-day	
Mild Intellectual Disability ^{Note 2}	3 154 (139)	195,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Moderate Intellectual Disability ^{Note 2}	1 992 (133)	285,500	159 (1)	159 (1)	258,500
Severe Intellectual Disability ^{Note 2}	699 (39)	361,500	135 (5)	216 (2)	331,500
Visual Impairment	112 (8)	359,000	50 (4)	27 (3)	183,500
Hearing Impairment	84 (17)	343,500	1 (0)	0 (0)	N.A. ^{Note 6}
Physical Disability	877 (44)	334,000	59 (0)	170 (2)	302,500
School for Social Development	594 (10)	200,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Hospital School	N.A. ^{Note 7}	198,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}

Notes:

- Figures refer to the position as at September of the respective school years.
- For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, such figures are categorised according to the respective class types.
- Number of students includes the number of boarders.
- Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
- Schools for Children with Mild Intellectual Disability do not provide boarding service; residential home services provided in Schools for Social Development are subvented by the Social Welfare Department; the Hospital School provides education services to hospitalised students and does not need to provide boarding service.
- Since the School for Children with Hearing Impairment completed mainstreaming in the 2018/19 school year, its boarding section only provided a few boarding places in the 2017/18 school year based on students' needs and there was special arrangement for its staff establishment. Calculation of average unit cost per boarding place is not applicable.
- Providing the number of students in the Hospital School is not appropriate due to the transitional nature of its education services.

Number of students^{Note 1} and number of boarders (including non-Chinese speaking (NCS) students), average unit cost per school place and average unit cost per boarding place of various types of special schools from the 2017/18 to 2021/22 school years

2018/19 school year					
School type	No. of students ^{Note 3} (No. of NCS students ^{Note 4})	Average unit cost per school place (HK\$)	No. of boarders (No. of NCS students ^{Note 4})		Average unit cost per boarding place (HK\$)
			5-day	7-day	
Mild Intellectual Disability ^{Note 2}	3 218 (137)	211,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Moderate Intellectual Disability ^{Note 2}	2 040 (140)	304,500	158 (2)	171 (5)	273,000
Severe Intellectual Disability ^{Note 2}	706 (45)	389,000	132 (6)	221 (3)	350,500
Visual Impairment	110 (7)	397,500	49 (3)	23 (1)	194,000
Hearing Impairment	64 (14)	395,500	0 (0)	2 (0)	N.A. ^{Note 6}
Physical Disability	907 (44)	360,000	60 (2)	182 (2)	319,500
School for Social Development	614 (14)	220,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Hospital School	N.A. ^{Note 7}	211,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}

Notes:

- Figures refer to the position as at September of the respective school years.
- For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, such figures are categorised according to the respective class types.
- Number of students includes the number of boarders.
- Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
- Schools for Children with Mild Intellectual Disability do not provide boarding service; residential home services provided in Schools for Social Development are subvented by the Social Welfare Department; the Hospital School provides education services to hospitalised students and does not need to provide boarding service.
- The boarding section of the School for Children with Hearing Impairment has commenced operation starting from the 2018/19 school year and provided a few boarding places. Calculation of average unit cost per boarding place is not applicable.
- Providing the number of students in the Hospital School is not appropriate due to the transitional nature of its education services.

Number of students^{Note 1} and number of boarders (including non-Chinese speaking (NCS) students), average unit cost per school place and average unit cost per boarding place of various types of special schools from the 2017/18 to 2021/22 school years

2019/20 school year					
School type	No. of students ^{Note 3} (No. of NCS students ^{Note 4})	Average unit cost per school place (HK\$)	No. of boarders (No. of NCS students ^{Note 4})		Average unit cost per boarding place (HK\$)
			5-day	7-day	
Mild Intellectual Disability ^{Note 2}	3 295 (151)	242,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Moderate Intellectual Disability ^{Note 2}	2 103 (153)	339,000	162 (3)	176 (5)	287,000
Severe Intellectual Disability ^{Note 2}	712 (49)	442,500	128 (5)	224 (5)	367,500
Visual Impairment	119 (7)	469,500	66 (3)	28 (1)	203,500
Hearing Impairment	71 (14)	441,000	1 (0)	5 (0)	375,500
Physical Disability	903 (45)	397,500	56 (3)	180 (0)	338,000
School for Social Development	647 (16)	249,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Hospital School	N.A. ^{Note 6}	242,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}

Notes:

- Figures refer to the position as at September of the respective school years.
- For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, such figures are categorised according to the respective class types.
- Number of students includes the number of boarders.
- Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
- Schools for Children with Mild Intellectual Disability do not provide boarding service; residential home services provided in Schools for Social Development are subvented by the Social Welfare Department; the Hospital School provides education services to hospitalised students and does not need to provide boarding service.
- Providing the number of students in the Hospital School is not appropriate due to the transitional nature of its education services.

Number of students^{Note 1} and number of boarders (including non-Chinese speaking (NCS) students), average unit cost per school place and average unit cost per boarding place of various types of special schools from the 2017/18 to 2021/22 school years

2020/21 school year					
School type	No. of students ^{Note 3} (No. of NCS students ^{Note 4})	Average unit cost per school place (HK\$)	No. of boarders (No. of NCS students ^{Note 4})		Average unit cost per boarding place (HK\$)
			5-day	7-day	
Mild Intellectual Disability ^{Note 2}	3 314 (168)	251,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Moderate Intellectual Disability ^{Note 2}	2 188 (177)	349,000	163 (3)	165 (5)	338,000
Severe Intellectual Disability ^{Note 2}	708 (47)	455,000	114 (5)	238 (6)	440,500
Visual Impairment	125 (8)	477,000	61 (4)	30 (1)	211,000
Hearing Impairment	63 (10)	446,000	2 (0)	9 (0)	443,500
Physical Disability	880 (46)	403,500	48 (3)	173 (0)	395,500
School for Social Development	572 (16)	255,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Hospital School	N.A. ^{Note 6}	241,000	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}

Notes:

- Figures refer to the position as at September of the respective school years.
- For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, such figures are categorised according to the respective class types.
- Number of students includes the number of boarders.
- Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
- Schools for Children with Mild Intellectual Disability do not provide boarding service; residential home services provided in Schools for Social Development are subvented by the Social Welfare Department; the Hospital School provides education services to hospitalised students and does not need to provide boarding service.
- Providing the number of students in the Hospital School is not appropriate due to the transitional nature of its education services.

Number of students ^{Note 1} and number of boarders (including non-Chinese speaking (NCS) students), average unit cost per school place and average unit cost per boarding place of various types of special schools from the 2017/18 to 2021/22 school years

2021/22 school year					
School type	No. of students ^{Note 3} (No. of NCS students ^{Note 4})	Average unit cost per school place (HK\$)	No. of boarders (No. of NCS students ^{Note 4})		Average unit cost per boarding place (HK\$)
			5-day	7-day	
Mild Intellectual Disability ^{Note 2}	3 356 (182)	255,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Moderate Intellectual Disability ^{Note 2}	2 275 (199)	359,500	171 (3)	177 (6)	337,000
Severe Intellectual Disability ^{Note 2}	717 (54)	472,500	96 (4)	253 (7)	445,000
Visual Impairment	126 (9)	457,000	52 (4)	33 (1)	210,000
Hearing Impairment	57 (9)	453,500	1 (0)	9 (0)	442,500
Physical Disability	872 (44)	419,500	42 (2)	167 (0)	398,000
School for Social Development	596 (15)	259,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}
Hospital School	N.A. ^{Note 6}	243,500	N.A. ^{Note 5}	N.A. ^{Note 5}	N.A. ^{Note 5}

Notes:

- Figures refer to the position as at September of the respective school years.
- For School for Children with Intellectual Disability operating classes for different levels of intellectual disability, such figures are categorised according to the respective class types.
- Number of students includes the number of boarders.
- Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
- Schools for Children with Mild Intellectual Disability do not provide boarding service; residential home services provided in Schools for Social Development are subvented by the Social Welfare Department; the Hospital School provides education services to hospitalised students and does not need to provide boarding service.
- Providing the number of students in the Hospital School is not appropriate due to the transitional nature of its education services.

- End -

CONTROLLING OFFICER'S REPLY

EDB257

(Question Serial No. 3312)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In the past 5 years, what is the distribution of students with various types of special educational needs (SEN) by District Council district and their percentage over the total number of students in the respective district? If the proportion of students with SEN is significantly higher in certain districts, how will the Education Bureau analyse the situation and cater for the needs in terms of resource allocation and policy formulation?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 165)

Reply:

The Education Bureau (EDB) has been keeping information on students with special educational needs (SEN) by grade level and SEN type. When providing resources and support services to schools, EDB takes into account various parameters, such as the number of students with SEN in schools, the level of support they require and the applications made on a need basis by individual schools, irrespective of the districts in which the students reside or the schools are situated. Hence, we are not able to provide the statistics by district. The numbers of students with SEN in public sector ordinary primary and secondary schools by school level and SEN type from the 2017/18 to 2021/22 school years are set out at Annex.

**Number of students with special educational needs (SEN)
in public sector ordinary primary and secondary schools by school level and SEN type
from the 2017/18 to 2021/22 school years ^(Note 1)**

School Year	School Level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit / Hyperactivity Disorder	Mental Illness (MI) (Note 2)	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2017/18	Primary	690	5 430	4 670	-	9 250	120	40	350	2 430
	Secondary	830	3 280	5 860	-	11 460	170	70	340	370
2018/19	Primary	760	5 690	5 110	60	10 370	110	40	360	2 510
	Secondary	830	3 840	6 780	310	11 430	150	60	310	360
2019/20	Primary	810	6 400	5 500	70	11 200	110	30	390	2 810
	Secondary	790	4 410	7 660	500	11 480	140	60	310	510
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620

Notes:

1. Figures above refer to the position as at September of the respective school years.
2. Starting from the 2017/18 school year, EDB provides public sector ordinary primary and secondary schools with the Learning Support Grant to support students with MI. As at the date when the statistics on students with SEN in the 2017/18 school year were compiled, schools had not yet submitted the information about that particular category of students to EDB. As such, figures above do not include students with MI in ordinary schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that some parents or students are not willing to have their information submitted to EDB by the schools, we assume that the number reported by schools may be smaller.

- End -

CONTROLLING OFFICER'S REPLY

EDB258

(Question Serial No. 3313)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise the total annual expenditure on the Enhanced Speech Therapy Grant, and the number of primary schools receiving the basic grant and top-up grant.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 166)

Reply:

The Education Bureau (EDB) has been providing eligible public sector ordinary primary schools with the Enhanced Speech Therapy Grant (ESTG) so as to allow schools to procure school-based speech therapy services or employ school-based speech therapists (SBSTs) to support students with speech and language impairment (SLI). ESTG includes a basic grant calculated according to the number of approved classes of schools and a top-up grant calculated according to the number of students diagnosed with moderate or severe SLI of schools each school year. In the 2022/23 school year, a total of 64 eligible public sector ordinary primary schools are provided with the ESTG with an estimated expenditure of \$9.4 million.

EDB has also been gradually implementing the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) starting from the 2019/20 school year by creating SBST posts in the public sector ordinary primary and secondary schools to provide more stable, sustainable and comprehensive support to students with SLI. With full implementation of the Enhanced SBSTS in the 2023/24 school year, schools will no longer be provided with the ESTG.

- End -

CONTROLLING OFFICER'S REPLY

EDB259

(Question Serial No. 3314)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of kindergartens which admitted the following number of students and their types (whole-day, half-day, both whole-day and half-day, long whole-day) in the past five school years –

- 90 students or less
- 91 to 180 students
- 181 to 270 students
- over 270 students
- 270 to 359 students
- 360 students or above

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 167)

Reply:

The numbers of local kindergartens (KGs) by number of students and type of KGs in the past five school years (from the 2018/19 to 2022/23 school years) are tabulated below –

No. of students	Local KGs operating whole-day classes only	Local KGs operating half-day classes only	Local KGs operating both whole-day and half-day classes	Former aided child care centres
	(Except former aided child care centres)			
2018/19 school year				
90 or fewer	9	45	60	124
91 - 180	7	37	178	120
181 - 270	1	35	102	2
271 - 360	1	43	44	0
Over 360	0	63	13	0
2019/20 school year				
90 or fewer	8	44	64	120
91 - 180	8	42	193	124
181 - 270	1	27	91	2
271 - 360	1	46	46	0
Over 360	0	64	13	0
2020/21 school year				
90 or fewer	10	57	76	138
91 - 180	6	39	195	106
181 - 270	2	37	81	2
271 - 360	0	38	35	0
Over 360	0	61	14	0
2021/22 school year				
90 or fewer	9	52	105	161
91 - 180	4	39	187	84
181 - 270	2	37	69	1
271 - 360	0	45	33	0
Over 360	0	53	12	0
2022/23 school year				
90 or fewer	11	54	126	178
91 - 180	4	41	177	65
181 - 270	2	31	67	1
271 - 360	0	41	23	0
Over 360	0	49	11	0

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Former aided child care centres refer to the child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB260

(Question Serial No. 3315)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Kindergarten Education Scheme (the Scheme), please provide the following information by District Council district –

1. the number of half-day kindergartens (KGs) subsidised under the Scheme, the number of their students, the percentage share of their students among all KG students in Hong Kong, as well as the median school fee in each of the past three years;
2. the number of whole-day KGs subsidised under the Scheme, the number of their students, the percentage share of their students among all KG students in Hong Kong, as well as the median school fee in each of the past three years; and
3. the number of long whole-day KGs subsidised under the Scheme, the number of their students, the percentage share of their students among all KG students in Hong Kong, as well as the median school fee in each of the past three years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 168)

Reply:

From the 2020/21 to 2022/23 school years, the number of kindergartens (KG) joining the Kindergarten Education Scheme (Scheme-KGs), the number of their students and the percentage share of these students among all Scheme-KG students, as well as their median annual school fee, by District Council district and curriculum type are tabulated at the Annex. As regards the median school fee, given that around 90% of the Scheme-KGs operating half-day (HD) classes in Hong Kong are free of charge, with only a very small number of them collecting school fees and merely one KG doing so in individual districts, it is more appropriate to provide information about the median school fee on a territory-wide basis (instead of District Council district basis). For HD Scheme-KGs that collect school fees, the median annual school fee is \$3,400, \$3,400 and \$4,000 from the 2020/21 to 2022/23 school years respectively.

**Number of Scheme-KGs, percentage share of their students among all Scheme-KG students,
and the median annual school fee of Scheme-KGs that collect school fees
by District Council district and school year
from the 2020/21 to 2022/23 school years**

(1) KGs operating half-day (HD) classes

District	2020/21 school year			2021/22 school year			2022/23 school year		
	No. of KGs	No. of students (percentage share among all Scheme-KG students)		No. of KGs	No. of students (percentage share among all Scheme-KG students)		No. of KGs	No. of students (percentage share among all Scheme-KG students)	
Central & Western	15	3 061	(3.9%)	16	2 991	(4.0%)	15	2 796	(4.1%)
Wan Chai	7	1 701	(2.1%)	8	2 006	(2.7%)	8	1 866	(2.7%)
Eastern	40	3 909	(4.9%)	40	3 671	(4.9%)	38	3 300	(4.8%)
Southern	12	1 007	(1.3%)	12	949	(1.3%)	12	829	(1.2%)
Sham Shui Po	31	5 684	(7.2%)	32	5 353	(7.2%)	32	4 816	(7.1%)
Yau Tsim Mong	11	2 228	(2.8%)	11	1 951	(2.6%)	11	1 766	(2.6%)
Kowloon City	30	6 897	(8.7%)	31	6 443	(8.6%)	30	5 931	(8.7%)
Wong Tai Sin	26	2 650	(3.3%)	25	2 512	(3.4%)	25	2 210	(3.2%)
Kwun Tong	48	6 260	(7.9%)	48	5 620	(7.5%)	47	5 110	(7.5%)
Tsuen Wan	24	3 805	(4.8%)	24	3 554	(4.8%)	24	3 248	(4.8%)
Tuen Mun	42	6 747	(8.5%)	42	6 397	(8.5%)	39	5 880	(8.6%)
Yuen Long	52	10 242	(12.9%)	51	9 806	(13.1%)	51	9 144	(13.4%)
North	33	5 049	(6.4%)	32	4 555	(6.1%)	32	4 417	(6.5%)
Tai Po	15	3 207	(4.0%)	15	2 998	(4.0%)	15	2 734	(4.0%)
Sha Tin	40	6 754	(8.5%)	40	6 304	(8.4%)	36	5 283	(7.7%)

District	2020/21 school year			2021/22 school year			2022/23 school year		
	No. of KGs	No. of students (percentage share among all Scheme-KG students)		No. of KGs	No. of students (percentage share among all Scheme-KG students)		No. of KGs	No. of students (percentage share among all Scheme-KG students)	
Sai Kung	29	3 657	(4.6%)	28	3 579	(4.8%)	28	3 453	(5.1%)
Islands	21	1 770	(2.2%)	22	1 711	(2.3%)	21	1 651	(2.4%)
Kwai Tsing	42	4 820	(6.1%)	41	4 419	(5.9%)	40	3 866	(5.7%)
All districts	518	79 448	(100.0%)	518	74 819	(100.0%)	504	68 300	(100.0%)

(2) KGs operating whole-day (WD) classes

District	2020/21 school year				2021/22 school year				2022/23 school year			
	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
Central & Western	8	392	(1.5%)	10,500	9	390	(1.6%)	10,800	9	354	(1.6%)	10,800
Wan Chai	4	301	(1.1%)	14,000	4	261	(1.0%)	14,700	4	194	(0.9%)	14,700
Eastern	30	1 559	(5.9%)	10,000	30	1 395	(5.6%)	10,000	29	1 297	(5.7%)	10,000
Southern	10	619	(2.4%)	9,700	10	569	(2.3%)	7,100	10	486	(2.2%)	7,100
Sham Shui Po	23	1 603	(6.1%)	8,400	24	1 681	(6.8%)	8,400	26	1 792	(7.9%)	8,800
Yau Tsim Mong	3	255	(1.0%)	3,600	4	244	(1.0%)	3,600	4	233	(1.0%)	3,600
Kowloon City	18	1 525	(5.8%)	12,700	19	1 418	(5.7%)	10,300	18	1 365	(6.0%)	12,300
Wong Tai Sin	23	1 779	(6.8%)	6,800	22	1 623	(6.5%)	5,800	22	1 428	(6.3%)	6,000
Kwun Tong	37	2 909	(11.1%)	10,100	39	2 918	(11.7%)	10,000	40	2 730	(12.1%)	10,100
Tsuen Wan	11	771	(2.9%)	11,900	11	704	(2.8%)	11,900	11	632	(2.8%)	11,900

District	2020/21 school year			2021/22 school year			2022/23 school year					
	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
Tuen Mun	33	2 212	(8.4%)	8,800	33	1 921	(7.7%)	9,000	31	1 662	(7.4%)	10,000
Yuen Long	35	2 657	(10.1%)	5,400	34	2 548	(10.2%)	5,000	34	2 390	(10.6%)	5,000
North	27	1 898	(7.2%)	6,200	27	1 780	(7.2%)	6,200	28	1 709	(7.6%)	6,200
Tai Po	13	964	(3.7%)	5,900	13	930	(3.7%)	5,900	13	776	(3.4%)	5,900
Sha Tin	30	2 151	(8.2%)	9,200	30	2 037	(8.2%)	9,200	27	1 652	(7.3%)	8,000
Sai Kung	23	1 582	(6.0%)	10,600	22	1 416	(5.7%)	10,900	22	1 197	(5.3%)	10,900
Islands	16	976	(3.7%)	9,500	16	994	(4.0%)	9,500	16	915	(4.0%)	10,100
Kwai Tsing	31	2 124	(8.1%)	6,800	33	2 034	(8.2%)	6,800	32	1 792	(7.9%)	6,900
All districts	375	26 277	(100.0%)	8,300	380	24 863	(100.0%)	8,300	376	22 604	(100.0%)	8,500

(3) KGs operating long whole-day (LWD) classes

District	2020/21 school year			2021/22 school year			2022/23 school year					
	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
Central & Western	9	716	(3.3%)	14,400	9	631	(3.1%)	14,400	9	563	(3.0%)	14,500
Wan Chai	6	476	(2.2%)	16,600	6	430	(2.1%)	16,600	6	397	(2.1%)	15,000
Eastern	17	985	(4.5%)	15,600	17	941	(4.6%)	15,600	15	867	(4.6%)	15,600
Southern	8	664	(3.0%)	17,300	8	637	(3.1%)	17,300	8	574	(3.0%)	17,300
Sham Shui Po	13	1 473	(6.7%)	14,500	13	1 386	(6.8%)	15,100	13	1 257	(6.7%)	15,100
Yau Tsim Mong	14	1 400	(6.4%)	14,600	14	1 350	(6.6%)	14,600	14	1 271	(6.7%)	14,600

District	2020/21 school year			2021/22 school year			2022/23 school year					
	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)	No. of KGs	No. of students (percentage share among all Scheme-KG students)		Median annual school fee (\$)
Kowloon City	15	1 408	(6.4%)	11,700	15	1 230	(6.0%)	11,700	15	1 097	(5.8%)	11,700
Wong Tai Sin	17	1 522	(7.0%)	14,200	17	1 423	(7.0%)	14,200	17	1 324	(7.0%)	14,200
Kwun Tong	24	2 186	(10.0%)	13,800	24	1 986	(9.7%)	13,800	24	1 742	(9.3%)	13,800
Tsuen Wan	10	1 064	(4.9%)	16,800	10	1 029	(5.0%)	16,800	10	968	(5.1%)	11,900
Tuen Mun	19	1 469	(6.7%)	10,800	19	1 407	(6.9%)	10,800	18	1 225	(6.5%)	10,800
Yuen Long	18	1 828	(8.4%)	10,200	18	1 770	(8.6%)	10,200	18	1 708	(9.1%)	10,600
North	10	907	(4.1%)	12,200	10	831	(4.1%)	12,200	10	814	(4.3%)	12,200
Tai Po	9	901	(4.1%)	16,800	9	871	(4.3%)	16,900	9	830	(4.4%)	17,800
Sha Tin	20	1 863	(8.5%)	12,600	20	1 754	(8.6%)	12,600	20	1 659	(8.8%)	12,600
Sai Kung	13	1 047	(4.8%)	13,400	13	999	(4.9%)	13,400	13	875	(4.6%)	13,900
Islands	5	368	(1.7%)	6,600	5	339	(1.7%)	6,600	5	308	(1.6%)	6,900
Kwai Tsing	19	1 608	(7.3%)	9,800	19	1 456	(7.1%)	9,800	19	1 352	(7.2%)	10,300
All districts	246	21 885	(100.0%)	13,100	246	20 470	(100.0%)	13,200	243	18 831	(100.0%)	13,300

Note:

- (1) Figures on the number of KGs only refer to the position as at December of the respective school years. Figures on the number of students (other than those of the 2020/21 school year, which reflect the position as at mid-October) refer to the position as at mid-September of the respective school years. Figures for the 2022/23 school year are provisional figures.
- (2) KGs operating both HD and WD/LWD classes are concurrently counted in the respective category under HD and WD/LWD classes.
- (3) Figures on school fees are rounded to the nearest 100. The calculation of the median annual school fee includes only Scheme-KGs that collect school fees, KGs that need not charge school fees after deduction of subsidy(ies) from the Scheme are excluded.

- End -

CONTROLLING OFFICER'S REPLY

EDB261

(Question Serial No. 3316)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs in the past five years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 167)

Reply:

The numbers of kindergartens (KGs), teachers and students by type of KGs in the past five school years are tabulated below –

2018/19 school year

Type of KGs	No. of KGs (Note 1)	No. of teachers (Note 2)	No. of students (Note 2)
Local private independent (PI) KGs (Note 3)	105	1 442	18 095
Local non-profit-making (NPM) KGs joining the Kindergarten Education Scheme (the Scheme)	753	10 863	132 960
Local NPM KGs not joining the Scheme	26	581	8 840
Non-local KGs (Note 3)	149	1 259	14 507

2019/20 school year

Type of KGs	No. of KGs (Note 1)	No. of teachers (Note 2)	No. of students (Note 2)
Local PI KGs (Note 3)	108	1 469	18 502
Local NPM KGs joining the Scheme	761	11 031	132 823
Local NPM KGs not joining the Scheme	25	581	8 681
Non-local KGs (Note 3)	155	1 308	14 291

2020/21 school year

Type of KGs	No. of KGs (Note 1)	No. of teachers (Note 2)	No. of students (Note 2)
Local PI KGs (Note 3)	110	1 400	16 467
Local NPM KGs joining the Scheme	763	10 862	127 610
Local NPM KGs not joining the Scheme	24	591	8 210
Non-local KGs (Note 3)	149	1 266	12 648

2021/22 school year

Type of KGs	No. of KGs (Note 1)	No. of teachers (Note 2)	No. of students (Note 2)
Local PI KGs (Note 3)	107	1 343	16 000
Local NPM KGs joining the Scheme	762	10 367	120 152
Local NPM KGs not joining the Scheme	24	532	7 445
Non-local KGs (Note 3)	149	1 244	12 359

2022/23 school year

Type of KGs	No. of KGs (Note 1)	No. of teachers (Note 2)	No. of students (Note 2)
Local PI KGs (Note 3)	105	1 324	15 015
Local NPM KGs joining the Scheme	749	9 542	109 735
Local NPM KGs not joining the Scheme	27	583	7 896
Non-local KGs (Note 3)	145	1 196	11 030

Note:

- (1) Figures reflect the position as at December of the respective school years.
- (2) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years. Figures for the 2022/23 school year are provisional figures.
- (3) Local PI KGs and non-local KGs are not eligible to join the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB262

(Question Serial No. 3317)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of kindergarten (KG) teachers holding a Certificate in Early Childhood Education and their percentage share; and the number of KG teachers pursuing a Certificate in Early Childhood Education and their percentage share.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 170)

Reply:

In the 2022/23 school year, the respective numbers of teachers serving at local kindergartens (KGs) with a Certificate in Early Childhood Education or above qualification (Note 1) or pursuing a Certificate in Early Childhood Education or above qualification, as well as their percentage shares are tabulated below –

	No. of teachers	Percentage share among the total number of local KG teachers (%)
No. of teachers holding a Certificate in Early Childhood Education or above qualification	11 031	96.3%
No. of teachers pursuing a Certificate in Early Childhood Education or above qualification (Note 2)	970	8.5%

Notes:

- (1) Certificate in Early Childhood Education or above qualification refers to a Certificate in Early Childhood Education, Bachelor's Degree in Early Childhood Education or Post-graduate Diploma in Education (Early Childhood Education).
- (2) Teachers who are pursuing a Bachelor's Degree in Early Childhood Education include teachers concurrently holding a Certificate in Early Childhood Education or Post-graduate Diploma in Education (Early Childhood Education).
- (3) Information refers to the position as at mid-September of the 2022/23 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB263

(Question Serial No. 3318)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of teachers holding a Certificate, Bachelor's Degree or Master's Degree in Early Childhood Education each year and the year-on-year growth rate.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 171)

Reply:

In the 2022/23 school year, the number of teachers serving at local kindergartens (KGs) and holding a Certificate in Early Childhood Education or above qualification, as well as the year-on-year change rate are tabulated below –

	No. of teachers	Year-on-year change rate (%)
No. of teachers holding a Certificate in Early Childhood Education or above qualification	11 031	-6.4%

Notes:

- (1) Certificate in Early Childhood Education or above qualification refers to a Certificate in Early Childhood Education, Bachelor's Degree in Early Childhood Education or Post-graduate Diploma in Education (Early Childhood Education).
- (2) Information refers to the position as at mid-September of the 2022/23 school year.
- (3) The Master's Degree in Early Childhood Education is not a requisite qualification for KG teachers, so we do not collect statistics on KG teachers holding such qualification.

- End -

CONTROLLING OFFICER'S REPLY

EDB264

(Question Serial No. 3319)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the information on students and teachers in different types of kindergartens in the past five years (i.e. average teacher-to-pupil ratio under 1:11, 1:11, 1:12-1:14, 1:15 and over 1:15; and by half-day, half-day and whole-day as well as long whole-day classes).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 172)

Reply:

The respective numbers of students and serving teachers in local kindergartens (KGs) by curriculum type from the 2018/19 to 2022/23 school years are tabulated at Annex 1.

As regards the teacher-to-pupil ratio (TP ratio), the minimum number of teachers required to be present and on duty in a KG shall, in relation to the number of pupils present at any time in the KG, be one teacher for every 15 pupils or part thereof. The number of teachers to be present and on duty may include the principal and at least one teacher has to be present in a class. Besides, since implementation of the Kindergarten Education Scheme (the Scheme) in the 2017/18 school year, the basic requirement of the overall TP ratio in KGs joining the Scheme (Scheme-KGs) has been enhanced from 1:15 (including the principal) to 1:11 (not including the principal), which allows KG teachers to have more capacity for various professional activities. As the TP ratio is calculated based on the overall number of teachers in school, KGs may arrange learning and teaching activities flexibly according to school-based needs. In the light of KGs' specific features of flexibility and diversity in operation, should Scheme-KGs be able to provide free half-day services and maintain fees for whole-day services at a low level, they may flexibly employ additional teachers to meet school-based needs. Since Scheme-KGs receive substantial subsidy from the Government, their TP ratio is subject to the terms of the Scheme. As Scheme-KGs and non-Scheme KGs differ in their main source of income and structure, it is inappropriate to draw a comparison between Scheme-KGs and all KGs in Hong Kong or compile a breakdown of relevant information on students and teachers by TP ratio. The TP ratios in local KGs are tabulated at Annex 2.

**Number of students and serving teachers in local kindergartens (KGs)
from the 2018/19 to 2022/23 school years**

School year	KGs operating half-day (HD) classes only		KGs operating whole-day (WD) classes only (except former aided child care centres (FACs))		KGs operating both HD and WD classes (except FACs)		FACs	
	No. of students	No. of teachers	No. of students	No. of teachers	No. of students	No. of teachers	No. of students	No. of teachers
2018/19	63 143	3 454	1 830	184	72 180	5 203	22 742	2 478
2019/20	63 022	3 545	1 859	197	72 457	5 366	22 668	2 509
2020/21	61 401	3 580	1 770	200	67 182	5 217	21 934	2 459
2021/22	59 009	3 488	1 576	178	62 472	4 934	20 540	2 320
2022/23 (Provisional figures)	54 689	3 199	1 501	175	57 483	4 630	18 973	2 166

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years. Local KGs include local non-profit-making KGs eligible to join the Kindergarten Education Scheme as well as local private independent KGs that are ineligible.
- (2) Figures include nursery, lower and upper classes in KGs and KG-cum-child care centres registered with the Education Bureau, but not special child care centres registered under the Social Welfare Department (SWD).
- (3) Numbers of teachers only include teachers holding a Certificate in Early Childhood Education or above qualification (principals, teaching assistants and teachers under the Integrated Programme in Kindergarten-cum-Child Care Centre are not included).
- (4) FACs refer to former aided child care centres operated under SWD before the harmonisation of pre-primary services. They usually operate longer service hours.

**Teacher-to-pupil ratios in local KGs
from the 2018/19 to 2022/23 school years**

2018/19 school year

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.4	1:10.4	1:11.5	1:9.4
Average ratio in afternoon session	1:8.6	1:10.5	1:8.3	1:9.5

2019/20 school year

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.2	1:10.4	1:11.2	1:9.4
Average ratio in afternoon session	1:8.3	1:10.5	1:8.2	1:9.4

2020/21 school year

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:9.9	1:9.8	1:10.9	1:9.2
Average ratio in afternoon session	1:7.6	1:9.8	1:8.0	1:9.2

2021/22 school year

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:9.9	1:9.4	1:10.9	1:9.1
Average ratio in afternoon session	1:7.7	1:9.5	1:7.8	1:9.1

2022/23 school year (Provisional figures)

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:10.3	1:8.5	1:10.7	1:8.9
Average ratio in afternoon session	1:7.4	1:9.1	1:7.6	1:8.9

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years. Local KGs include local non-profit-making KGs eligible to join the Kindergarten Education Scheme as well as local private independent KGs that are ineligible.
- (2) Numbers of teachers only include teachers holding a Certificate in Early Childhood Education or above qualification (principals, teaching assistants and teachers under the Integrated Programme in Kindergarten-cum-Child Care Centre are not included).
- (3) FACs refer to former aided child care centres operated under SWD before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB265

(Question Serial No. 3321)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What is the current position on the collection of miscellaneous charges among kindergartens?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 174)

Reply:

For parents' expenses on school uniforms, textbooks, tea and snacks, etc. (generally referred to as "miscellaneous charges"), the Education Bureau (EDB) has stipulated in a circular issued to kindergartens (KG) which joined the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) that Government subsidy and school fees (if any) should have covered all expenses directly related to the learning and teaching of students and school operation. Scheme-KGs should keep sales of school items and provision of paid services to a minimum and observe the principles that parents' purchase of school items and paid services must be of voluntary nature, no profit should be generated from the sale of textbooks, and profit for other items (if any) should not exceed 15% of the cost, etc. All profit generated must be ploughed back into the KGs for use in school operation and provision of KG education services.

Besides, Scheme-KGs are required to disclose a list of items and fees charged in the preceding school year on their school website and in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres (KG Profile). To further enhance transparency, starting from the 2022/23 school year, EDB will require Scheme-KGs to list in KG Profile the charges for major school items and services, regardless whether they are directly sold or procured on parents' behalf. To ensure that KGs act in line with the circulars and guidelines under the Scheme when conducting trading operations, EDB will require KGs to undertake every year in the application form for joining the Scheme that they would follow the procurement procedures as required and declare any interest involved. If individual schools are found selling very expensive items or charging an extremely high fee for items or paid services procured on parents' behalf, EDB will approach the schools concerned to request explanations and improvements.

Families with financial needs may apply for the Grant for School-related Expenses to defray school-related expenses incurred from the KG education. In addition, a student grant of \$2,500 is provided for each secondary day-school, primary school and KG student per school year. The provision of the grant has been regularised starting from the 2020/21 school year to alleviate parents' burden in defraying education expenses.

- End -

CONTROLLING OFFICER'S REPLY

EDB266

(Question Serial No. 3322)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please tabulate the wastage rate of various types of kindergarten (KG) teachers (including teachers with Certificate in Early Childhood Education or above qualifications, other teacher training and no relevant training) and the overall wastage rate in the past five years. Did the Administration find out the reasons for a higher wastage rate of KG teachers? If yes, what are the details?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 175)

Reply:

The respective wastage rate (Note 1) of local kindergarten (KG) teachers with Certificate in Early Childhood Education or above qualifications, other teacher training and no relevant training, as well as the overall wastage rate of local KG teachers from the 2018/19 to 2022/23 school years are tabulated below –

School year	2018/19 (%)	2019/20 (%)	2020/21 (%)	2021/22 (%)	2022/23 (%) (Note 3)
Wastage rate of teachers with Certificate in Early Childhood Education or above qualifications	11.4	11.1	9.6	12.7	17.0
Wastage rate of teachers with other teacher training (Note 2)	22.9	25.3	19.4	22.6	34.4
Wastage rate of teachers with no relevant training	29.8	27.8	26.8	25.4	32.7
Overall wastage rate of teachers	12.3	12.0	10.2	13.2	17.6

It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons.

Note:

1. “Drop-out teachers” refer to teachers who were serving in a local KG as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year but were no longer serving in any KG as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned. “Wastage rate” refers to “drop-out teachers” as a percentage of the total number of local KG teachers as at mid-September / mid-October (for the 2020/21 school year only) of the preceding school year.
2. Teachers with other teacher training refer to qualified KG teachers and qualified assistant KG teachers.
3. Figures for the 2022/23 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB267

(Question Serial No. 3323)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the recurrent expenditure and total expenditure on kindergarten education as well as their respective percentage in the Gross Domestic Product.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 176)

Reply:

All kindergartens in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. In 2023-24, the Government's estimated recurrent and total expenditure on pre-primary education are both \$5.762 billion, accounting for about 5.5% and 5.0% of the Government's recurrent and total expenditure on education respectively, and 0.2% of the Gross Domestic Product.

- End -

CONTROLLING OFFICER'S REPLY

EDB268

(Question Serial No. 3324)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise of the expenditure involved in provision of government subsidy for eligible kindergartens operating half-day, whole-day and long whole-day classes in the preceding year.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 177)

Reply:

The breakdown of expenditure on pre-primary education in 2021-22 is tabulated as follows –

Item	(\$ million) (Actual)
Kindergarten (KG) Education Scheme (the KG Scheme) (Note)	6,322.2
Kindergarten and Child Care Centre Fee Remission Scheme	302.7
Rates and government rent reimbursed for non-profit-making KGs not joining the KG Scheme (Note)	6.1
KG principal and teacher training	6.2

Note: Starting from the 2017/18 school year, expenditures on rental subsidy and reimbursement of rates and government rent for KGs joining the KG Scheme are subsumed under the overall expenditure of the KG Scheme. Non-profit-making KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

- End -

CONTROLLING OFFICER'S REPLY

EDB269

(Question Serial No. 3325)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Administration advise of the following –

- (1) the annual expenditure on kindergarten (KG) teachers' salaries;
- (2) the annual expenditure on improving school premises and facilities of KGs; and
- (3) the annual expenditure on enhancing teaching and curriculum in KGs?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 178)

Reply:

(1) and (2)

Under the Kindergarten Education scheme (the Scheme), the Government will provide funding for kindergartens (KGs) joining the Scheme (Scheme-KGs) on a per student basis in the form of a unit subsidy. 60% of the unit subsidy is prescribed as teachers' salary portion, which must be used on teachers' salaries and related expenses (such as Mandatory Provident Fund and long service payment). KGs may deploy any portion of the remaining 40%, which is used for other operating expenses, for teachers' salaries and related expenses, but not vice versa. Scheme-KGs may, in light of school-based needs, deploy the surplus (if any) of that portion as a supplement to teachers' salaries and other subsidies such as Premises Maintenance Grant/rental subsidy, and grant for support to non-Chinese speaking students, and deploy the same to pay for repairs, maintenance and improvement works inside the school premises. Given the differences in circumstances among KGs, we do not maintain information on KGs' expenditure on teachers' salaries, and improvement of KG premises and facilities. In 2022-23, the total expenditure involved in the Scheme is around \$5.715 billion.

To alleviate schools' financial burden arising from major repairs, Scheme-KGs operating in self-owned premises (which generally refer to the premises owned by KGs themselves, their school sponsoring bodies or operators) with the KGs paying no rent or only a nominal rent not exceeding \$1,000 per year are eligible for the Premises Maintenance Grant. These KGs

may deploy the Premises Maintenance Grant for maintenance of their premises and facilities to meet their needs. In 2022-23, the expenditure on the Premises Maintenance Grant is around \$21 million. As for KGs operating in rented premises, since the responsibility of major repairs falls on the owners rather than the KG tenants, information on the expenditure on major repairs of school premises is not available.

(3)

Since implementation of the Scheme from the 2017/18 school year, the Government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to about \$6 billion per year in recent years. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector, and supporting the sustainable development of KGs in various ways to promote quality early childhood education. For example, in light of the changes in society and children's needs, we issued the updated KG Education Curriculum Guide in 2017 to provide clear aims and objectives for the KG curriculum. Every year, the Education Bureau (EDB) organises diversified professional development programmes for KG principals and teachers to enhance curriculum and teaching effectiveness. Resources and references related to KG education are also provided on EDB website to enrich the professional knowledge of principals and teachers. As for the provision of school-based support services for KGs, professional advice on developing curriculum leadership and effective pedagogical strategies, among others, is provided to promote school-based curriculum development among KGs. In addition, all Scheme-KGs are required to conduct School Self-evaluation and undergone Quality Review (QR) on the basis of the Performance Indicators (2017), to promote schools' sustainable development and accountability. EDB will make professional judgment on school performance through QR and offer suggestions for improvement in light of the school context so as to facilitate KGs' self-improvement. The expenditure involved in carrying out the various tasks set out above is subsumed under EDB's recurrent expenditure, so a breakdown is not available.

Besides, in the 2022/23 school year, EDB has provided Scheme-KGs with a Grant for Promotion of Chinese Art and Culture to support KGs in organising school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity. The additional expenditure involved is around \$58 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB270

(Question Serial No. 3326)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What is the respective average, median, highest and lowest school fee charged by private independent kindergartens operating whole-day and half-day classes?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 179)

Reply:

The levels of annual school fees of private independent kindergartens (KGs) operating whole-day (WD) and half-day (HD) classes for the 2022/23 school year are tabulated below -

Class	Level of annual school fees (\$)			
	Lowest	Highest	Median	Weighted average
HD	27,600	145,900	75,500	75,900
WD	45,100	196,400	91,200	96,100

Note : Figures are rounded to the nearest 100 and include private independent KGs offering local curriculum and/or non-local curriculum.

- End -

CONTROLLING OFFICER'S REPLY

EDB271

(Question Serial No. 3327)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Does the Education Bureau have plans to implement measures similar to the “targeted relief measures” implemented in secondary schools in view of the fluctuation in kindergarten and primary school-age population? If yes, what are the timetable and estimated total expenditure involved? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 180)

Reply:

It is an indisputable fact that future school-age population in Hong Kong will be declining continuously. Unlike the situation in the 2010s when a series of targeted relief measures (relief measures) were temporarily implemented in secondary schools, at that time it was projected that decline in student population was temporary; however, we are encountering a structural decline in student population which will not rebound in the long run. In planning for the provision of public sector school places and the development of schools, we must make our decisions with the learning interests of students as our prime consideration. To invariably keep the existing number of schools or classes would not only go against the principle of optimising the use of public resources, but also hinder the whole-person development and diversified learning opportunities for students, which is not conducive to enhancing the quality of education.

The Education Bureau (EDB) is aiming for a “soft landing” and the number of schools would be adjusted in a gradual and orderly manner to ensure quality of education and optimise the use of public resources. EDB is proactively communicating with school sponsoring bodies with a view to planning ahead schools’ development options, which include ceasing the operation of schools with prolonged under-enrolment; merging or reprovisioning schools to districts with new demand for school places, etc. As such, the impact arising from the structural decline in school-age population could be alleviated as far as possible and the well-being of students and quality of education could be ensured.

As for kindergartens (KGs), all KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters. It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. We will keep continue to maintain communication with the sector pragmatically, and keep making refinements to the Kindergarten Education Scheme with a view to providing high quality services to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB272

(Question Serial No. 3328)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What are the details and subsidy amounts of “Free Quality Kindergarten Education Scheme”, “refund of rent, rates and government rent” and “training for principals and teachers” provided by the Government for pre-primary education in the past three years?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 181)

Reply:

The Kindergarten (KG) Education Scheme (the KG Scheme) has been implemented starting from the 2017/18 school year to replace the Pre-primary Education Voucher Scheme. 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. The Government provides KGs joining the KG Scheme (Scheme-KGs) with direct subsidy according to the number of eligible students in the form of a basic half-day unit subsidy. KGs offering whole-day and long whole-day services will receive an additional subsidy of 30% and 60% respectively. School-specific grants, including Premises Maintenance Grant, rental subsidy, Grant for a Cook and grant for support to non-Chinese speaking (NCS) students are provided to cater for the diverse needs of individual KGs or students.

Before the implementation of the KG Scheme in the 2017/18 school year, rental subsidy was provided under the Non-profit-making Kindergarten Rent Reimbursement Scheme for eligible non-profit-making (NPM) KGs to help them meet their rental expenses. New application for rent reimbursement is no longer accepted after the implementation of the KG Scheme starting from the 2017/18 school year while Scheme-KGs can apply for rental subsidy under the Rental Subsidy Scheme. Moreover, NPM KGs (regardless of whether they have joined the KG Scheme) may also apply for full refund of rates and government rent for their school premises.

As regards training for KG principals and teachers, we provide professional training courses on themes which include supporting NCS students in learning Chinese, catering for students

at risk of developmental delay, and strengthening leadership effectiveness of management personnel, etc. Study tours to other regions or countries are also organised for understanding the latest development in early childhood education, so as to facilitate the professional development of KG principals and teachers.

The expenditures on the above items incurred from 2020-21 to 2022-23 are as follows:

	2020-21	2021-22	2022-23
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
(i) The KG Scheme (Note)	6,398.3	6,322.2	5,715.4
(ii) Rates and government rent reimbursed for NPM KGs not joining the KG Scheme (Note)	7.7	6.1	6.6
(iii) KG principal and teacher training	2.4	6.2	5.5

Note: Starting from the 2017/18 school year, expenditures on rental subsidy and reimbursement of rates and government rent for Scheme-KGs are subsumed under the overall expenditure of the KG Scheme. NPM KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

- End -

CONTROLLING OFFICER'S REPLY

EDB273

(Question Serial No. 3329)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Free Quality Kindergarten Education Scheme (the Scheme), please provide the following information –

the number of half-day, whole-day and long whole-day kindergartens (KGs) benefitting from the Scheme, and the expenditure involved last year; and the respective highest, lowest, average and median amount approved for the aforementioned types of KGs;

among the KGs subsidised under the Scheme last year, the number of half-day, whole-day and long whole-day KGs that still collected school fees, the respective amount of the average, lowest, highest and median annual school fee; and the resources allocated to provide additional grant(s) for children of needy families to defray school-related expenses relating to KG education;

for the coming year, i) the estimated number of half-day, whole-day and long whole-day KGs that will benefit from the Scheme; ii) the estimated expenditure involved; and iii) the estimated number of subsidised KGs that will still collect school fees, as well as the respective amount of the average, lowest, highest and median annual school fee.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 182)

Reply:

All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Since the 2017/18 school year, the Government has implemented the Kindergarten Education Scheme (the Scheme) with the aim of providing good quality and highly affordable KG education and enhancing the accessibility of students to different modes of services that suit children's specific needs. Under the Scheme, the Government will provide funding for KGs joining the Scheme (Scheme-KGs) on a per student basis in the form of a unit subsidy, which covers expenses on salaries for teachers and supporting staff and other operating costs. Apart from this, the Government will provide

additional school-specific grants, such as rental subsidy, Premises Maintenance Grant, Grant for a Cook and grant for support to non-Chinese speaking students, to cater for the special circumstances of individual KGs. In addition, the Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector, and supporting the sustainable development of KGs in various ways. For instance, during the epidemic, several times of one-off subsidies have been provided to support KGs' anti-epidemic work. The subsidies provided by the Education Bureau in the 2021/22 school year were also used for strengthening teachers' professional development, assisting KGs in improving their school environment and enhancing parent education. The expenditure on the Scheme for 2021-22 was around \$6.3 billion. Since the subsidy received by each Scheme-KG varied according to their individual circumstances and needs, information on the amount of subsidy granted for KGs by session being operated is not available.

The respective number of Scheme-KGs operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes and the respective number of which that collected school fees in the 2021/22 school year are tabulated below (Note 1) –

Class	No. of KGs	No. of KGs collecting school fees
HD	518	38
WD	380	347
LWD	246	233

The respective weighted average school fee, median school fee, highest school fee and lowest school fee of Scheme-KGs operating HD, WD and LWD classes with approval to charge school fees in the 2021/22 school year are tabulated below (Note 2) –

Annual school fee	HD class	WD class	LWD class (Note 3)
Weighted average	\$4,000	\$9,000	\$12,900
Median	\$3,400	\$8,300	\$13,200
Highest	\$10,400	\$28,100	\$28,100
Lowest	\$100	\$200	\$500

Families with financial needs may apply for fee remission under the KG and Child Care Centre Fee Remission Scheme (Fee Remission Scheme) and the Grant for School-related Expenses administered by the Student Finance Office to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under the Fee Remission Scheme has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective HD and WD Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees. In addition, a student grant of \$2,500 is provided for each secondary day-school, primary school and KG student per school year. The provision of the grant has been regularised starting from the 2020/21 school year to alleviate parents' burden in defraying education expenses.

In the 2023/24 school year, we expect that 755 KGs will join the Scheme, of which the estimated expenditure for 2023-24 will be about \$5.3 billion. In general, a student enrolment survey on local KGs will be conducted at the beginning of each school year to collect data for

analysis and compilation of other relevant information (e.g. number of KGs, classes and school places). Hence, a breakdown of the number of Scheme-KGs operating HD, WD and LWD classes in the 2023/24 school year is not available yet. In respect of school fees for the 2023/24 school year, as KGs are now preparing their applications for school fee revision, the information requested is not available at this stage.

Note:

- (1) Figures refer to the position as at December of the respective school year. KGs with both HD and WD/LWD classes are concurrently counted in the respective columns for HD, WD and LWD classes.
- (2) Figures are rounded to the nearest 100. KGs with both HD and WD/LWD classes are concurrently counted in the respective columns for HD, WD and LWD classes.
- (3) KGs operating LWD classes (i.e. former aided child care centres) refer to aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB274

(Question Serial No. 3354)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the past 5 years –

- (1) the number of students in each type of special schools for children with intellectual disability and the unit cost per capita (disaggregated by day student, 5-day boarder, 7- day boarder, orphan and non-Chinese speaking (NCS) student);
- (2) the number of newly admitted students and their age (disaggregated by day student, 5- day boarder, 7-day boarder, orphan and NCS student);
- (3) the number of school leavers and their age (disaggregated by day student, 5-day boarder, 7-day boarder, orphan and NCS student); and
- (4) the number of special school graduates who newly joined the waitlist for various types of adult services (disaggregated by day student, 5-day boarder, 7-day boarder, orphan and NCS student).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 207)

Reply:

(1) to (4)

From the 2017/18 to 2021/22 school years, the average unit cost per school place and the average unit cost per boarding place for each type of special schools for children with intellectual disability (ID schools) are set out at Annex 1; the number of students, number of boarders and number of graduates waiting for adult services are set out at Annex 2; and the number of newly admitted students and number of school leavers are set out at Annex 3. The figures shown in Annex 2 and Annex 3 include the number of non-Chinese speaking (NCS) students. The Education Bureau (EDB) does not keep personal information such as background of students' parents, and is therefore not able to provide the information on orphan as requested.

**Average unit cost per school place and average unit cost per boarding place
for each type of ID schools from the 2017/18 to 2021/22 school years**

School type		Average unit cost (\$)				
		2017/18	2018/19	2019/20	2020/21	2021/22
Mild Intellectual Disability	School place	195,500	211,500	242,000	251,000	255,500
	Boarding place	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Moderate Intellectual Disability	School place	285,500	304,500	339,000	349,000	359,500
	Boarding place	258,500	273,000	287,000	338,000	337,000
Severe Intellectual Disability	School place	361,500	389,000	442,500	455,000	472,500
	Boarding place	331,500	350,500	367,500	440,500	445,000

Note: Schools for Children with Mild Intellectual Disability do not provide boarding service.

Numbers of students, boarders and graduates waiting for adult services (including NCS students) of ID schools from the 2017/18 to 2021/22 school years

Item		School year					
		2017/18	2018/19	2019/20	2020/21	2021/22	
1	No. of students ^{Note 1} (No. of NCS students ^{Note 2})	5 845 (311)	5 964 (322)	6 110 (353)	6 210 (392)	6 348 (435)	
2	No. of boarders ^{Note 1} (No. of NCS students ^{Note 2})	5-day boarding	294 (6)	290 (8)	290 (8)	277 (8)	267 (7)
		7-day boarding	375 (3)	392 (8)	400 (10)	403 (11)	430 (13)
3	No. of graduates waiting for adult services ^{Note 3} (No. of NCS students ^{Note 2})	125 (3)	58 (2)	51 (3)	48 (2)	57 (3)	

Notes:

1. Figures refer to the position in September of the respective school years.
2. Number of NCS students covers those students whose home language as known to EDB is not Chinese regardless of their ethnicity.
3. Information was collected from special schools in July and August of the respective school years. Only students who had ceased studies and were referred to wait for adult services (including Day Activity Centre, Sheltered Workshop cum Hostel, Supported Hostel) were counted.

**Number of newly admitted students and school leavers (including NCS students)
of ID schools from the 2017/18 to 2021/22 school years**

Item		Age group	School year					
			2017/18	2018/19	2019/20	2020/21	2021/22	
1	No. of newly admitted students ^{Note 1} (No. of NCS students ^{Note 3})	Day place	6-19	648 (87)	697 (42)	608 (54)	557 (38)	625 (45)
		5-day boarding	6-21	44 (3)	47 (2)	36 (2)	49 (0)	54 (3)
		7-day boarding	6-21	57 (6)	47 (2)	37 (2)	65 (2)	77 (0)
2	No. of school leavers ^{Note 2} (No. of NCS students ^{Note 3})	Day place	6-26	569 (30)	515 (24)	499 (23)	479 (29)	482 (39)
		5-day boarding	6-23	44 (1)	43 (2)	50 (0)	60 (2)	43 (1)
		7-day boarding	6-23	35 (0)	35 (0)	36 (1)	46 (0)	49 (1)

Notes:

- Number of newly admitted students includes students admitted to Primary One in the new school year and students newly admitted at any time of the school year.
- Number of school leavers exclude cases of students transferring to another ID school.
- Number of NCS students covers those students whose home language as known to EDB is not Chinese regardless of their ethnicity.

- End -

CONTROLLING OFFICER'S REPLY

EDB275

(Question Serial No. 3355)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding special education, please provide the following information for the past 3 school years –

- 1) staff establishment of the school section and boarding section of various types of special schools;
- 2) average unit cost per school place;
- 3) area of floor space per boarder;
- 4) number of students waiting for admission to the boarding sections of various types of special schools and the average waiting time;
- 5) average unit cost per boarding place; and
- 6) departures and vacancies of specialist staff and non-specialist staff of various types of special schools in tabular form.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 208)

Reply:

1)
The staff establishment of the school section and boarding section of various types of special schools in the 2019/20 to 2021/22 school years is set out at Annex 1.

2) & 5)
The average unit cost per school place and per boarding place of various types of special schools in the 2019/20 to 2021/22 school years is set out at Annex 2.

3)
Facilities in the boarding section of special schools generally include bedrooms, study area, TV/common room, dining/multi-purpose room, kitchen, laundry room, drying area, store rooms, toilets, bathrooms, etc. Warden's office, houseparents' and programme workers' office, nurse duty room/sick bay and sleep-in room(s) for staff on night shift are also provided. Provision of facilities in the boarding section of special schools is determined by different

factors such as operational needs, staff establishment, number of boarding places and the special needs of students. We have not compiled information on the area of floor space per boarder.

4)

Currently, the types of special schools that provide boarding service subvented by the Education Bureau (EDB) include schools for children with moderate intellectual disability (ID), schools for children with severe ID, schools for children with physical disability, schools for children with visual impairment and the school for children with hearing impairment. EDB has been closely monitoring the supply and demand of boarding places in different types of special schools and exploring feasible ways to increase the supply in light of actual demand. In this connection, we are making great efforts to increase the boarding places in schools for children with moderate ID, while the overall supply of boarding places in other types of special schools is sufficient to meet the demand. The number of students waiting for boarding service of various types of special schools and the average waiting time in the 2019/20 to 2021/22 school years are set out at Annex 3.

6)

When there is a departure of specialist staff or non-specialist staff from special schools, schools will fill the vacancy as soon as possible through recruitment or deploying relevant grants to hire external staff or procure services in order to maintain continuity of work. It is therefore not meaningful to set out the number of departures or vacancies arisen before.

Staff establishment of the school section and boarding section of various types of special schools in the 2019/20 to 2021/22 school years

School type	2019/20 school year				
	Staff establishment of school section			Staff establishment of boarding section	
	Teaching staff ^{Note 1}	Non-teaching staff		Specialist staff ^{Note 4}	Non-specialist staff ^{Note 5}
		Specialist staff ^{Note 2}	Non-specialist staff ^{Note 3}		
Visual Impairment	46.7	20.5	29	37	25.8
Hearing Impairment	27.5	9.5	19	6	8.4
Physical Disability	234.1	162.5	297	144	76.7
Mild Intellectual Disability ^{Note 6}	623.3	172.5	254.5	NA ^{Note 8}	NA ^{Note 8}
Moderate Intellectual Disability ^{Note 6}	576.5	166	307.5	115	72
Severe Intellectual Disability ^{Note 6}	219.2	127.5	290	198	122.5
School for Social Development	204.1	27.5	101	NA ^{Note 8}	NA ^{Note 8}
Hospital School	65.9	NA ^{Note 7}	28	NA ^{Note 8}	NA ^{Note 8}

School type	2020/21 school year				
	Staff establishment of school section			Staff establishment of boarding section	
	Teaching staff ^{Note 1}	Non-teaching staff		Specialist staff ^{Note 4}	Non-specialist staff ^{Note 5}
		Specialist staff ^{Note 2}	Non-specialist staff ^{Note 3}		
Visual Impairment	51.6	22	31	40	33
Hearing Impairment	27.2	9.5	19	7	11
Physical Disability	234.1	162.5	296	159	95
Mild Intellectual Disability ^{Note 6}	645.7	177.2	266.5	NA ^{Note 8}	NA ^{Note 8}
Moderate Intellectual Disability ^{Note 6}	607.4	173.3	326.5	137.1	98.6
Severe Intellectual Disability ^{Note 6}	229.9	131	295.5	238.9	163.4
School for Social Development	211.1	29	105	NA ^{Note 8}	NA ^{Note 8}
Hospital School	67.7	NA ^{Note 7}	29	NA ^{Note 8}	NA ^{Note 8}

School type	2021/22 school year				
	Staff establishment of school section			Staff establishment of boarding section	
	Teaching staff ^{Note 1}	Non-teaching staff		Specialist staff ^{Note 4}	Non-specialist staff ^{Note 5}
		Specialist staff ^{Note 2}	Non-specialist staff ^{Note 3}		
Visual Impairment	54.5	22.5	32	40	33
Hearing Impairment	27.2	9.5	19	7	11
Physical Disability	238.5	163.5	299	159	95
Mild Intellectual Disability ^{Note 6}	654.5	183	283	NA ^{Note 8}	NA ^{Note 8}
Moderate Intellectual Disability ^{Note 6}	639.5	182.5	332.5	155.8	114.4
Severe Intellectual Disability ^{Note 6}	230.1	128.5	297.5	240.2	163.6
School for Social Development	214.8	29	107	NA ^{Note 8}	NA ^{Note 8}
Hospital School	67.7	NA ^{Note 7}	29	NA ^{Note 8}	NA ^{Note 8}

Notes:

1. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the hospital school and the Pilot Special Unit Scheme in schools for social development.
2. Specialist staff establishment of school section includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and brailist.
3. Non-specialist staff establishment of school section includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.
4. Specialist staff establishment of boarding section includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse.
5. Non-specialist staff establishment of boarding section includes clerical assistant, janitor staff, cook and watchman.
6. If a school for children with intellectual disability offer classes of different levels of intellectual disability at the same time, the figures will be categorised according to the respective class types.
7. Specialist services for the hospital school are provided by hospitals.
8. Schools for children with mild intellectual disability do not provide boarding service; residential home services provided in schools for social development are subvented by the Social Welfare Department; the hospital school provides education services to hospitalised students and does not need to provide boarding service.

**Average unit cost per school place and per boarding place
of various types of special schools in the 2019/20 to 2021/22 school years**

School type		Average unit cost (\$)		
		2019/20 school year	2020/21 school year	2021/22 school year
Visual Impairment	School place	469,500	477,000	457,000
	Boarding place	203,500	211,000	210,000
Hearing Impairment	School place	441,000	446,000	453,500
	Boarding place	375,500	443,500	442,500
Physical Disability	School place	397,500	403,500	419,500
	Boarding place	338,000	395,500	398,000
Mild Intellectual Disability	School place	242,000	251,000	255,500
	Boarding place ^{Note}	NA	NA	NA
Moderate Intellectual Disability	School place	339,000	349,000	359,500
	Boarding place	287,000	338,000	337,000
Severe Intellectual Disability	School place	442,500	455,000	472,500
	Boarding place	367,500	440,500	445,000
School for Social Development	School place	249,000	255,000	259,500
	Boarding place ^{Note}	NA	NA	NA
Hospital School	School place	242,500	241,000	243,500
	Boarding place ^{Note}	NA	NA	NA

Note: Schools for children with mild intellectual disability do not provide boarding service; residential home services provided in schools for social development are subvented by the Social Welfare Department; the hospital school provides education services to hospitalised students and does not need to provide boarding service.

**Number of students waiting for boarding services of various types of special schools
and the average waiting time in the 2019/20 to 2021/22 school years**

School type ^{Note 1}	2019/20 school year		2020/21 school year		2021/22 school year	
	No. of students <small>Note 2</small>	Average waiting time (year) <small>Note 3</small>	No. of students <small>Note 2</small>	Average waiting time (year) <small>Note 3</small>	No. of students <small>Note 2</small>	Average waiting time (year) <small>Note 3</small>
Visual Impairment	4	0.1	0	0.1	0	0.2
Hearing Impairment	5	0.2	0	0.2	0	0.5
Physical Disability	17	0.7	0	0.2	0	0.2
Moderate Intellectual Disability	143	1.9	125	1.9	120	1.3
Severe Intellectual Disability	30	0.6	11	0.4	11	0.3

Notes:

1. Schools for children with mild intellectual disability do not provide boarding service; residential home services provided in schools for social development are subvented by the Social Welfare Department; the hospital school provides education services to hospitalised students and does not need to provide boarding service.
2. Figures refer to the position as at mid-September of the respective school years, which include cases of different situations, e.g. cases of deferred admission on the request of parents and cases of parents rejecting the boarding placement offered by EDB owing to their request for admission to the boarding section of a specific school.
3. Figures refer to the average waiting time for general cases. Admission process of individual cases with special circumstances may take longer than usual.

- End -

CONTROLLING OFFICER'S REPLY

EDB276

(Question Serial No. 3356)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the “Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity in Aided Special Schools”, please provide the number of special school students benefitted in the past 3 school years by day student, 5-day boarder and 7-day boarder.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 209)

Reply:

Starting from the 2014/15 school year, an Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity (MC) in Aided Special Schools (Additional Support Grant) has been provided for special schools with a boarding section. The amount of grant is calculated based on the number of eligible boarders. Starting from the 2017/18 school year, the Additional Support Grant has been extended to cover day students with MC. The number of boarders, day students and day student-cum-boarders eligible for the Additional Support Grant from the 2019/20 to 2021/22 school years is tabulated as follows –

School Year	2019/20	2020/21	2021/22
5-day boarder	132	113	107
7-day boarder	210	217	240
Day students and day student-cum-boarders (Note)	451	614	672

Note: The Hospital Authority has strengthened collaboration with nurses in special schools and made special assessment arrangements in the 2020/21 school year. The number of day students and day student-cum-boarders eligible for the Additional Support Grant has increased.

- End -

CONTROLLING OFFICER'S REPLY

EDB277

(Question Serial No. 3357)

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of –

- 1) the numbers of educational psychologists (EPs) serving in primary, secondary and special schools by school type (i.e. government, aided, Direct Subsidy Scheme (DSS) and private schools) in the past 5 years;
- 2) the average and median waiting times for EP service in the past 5 years;
- 3) the average numbers of cases handled by each EP, and the average, highest and lowest numbers of school visits made by EPs by district and by school type (i.e. government, aided and DSS primary and secondary schools, and special schools) in the past 5 years;
- 4) the wastage rates and numbers of vacancies of EPs by school type (i.e. government, aided, DSS and private schools) in the past 5 years;
- 5) the numbers of cases suspected of dyslexia pending assessment by EPs, with a breakdown by primary and secondary school and grade level; and
- 6) the support and accommodation currently provided by schools for students suspected to have special educational needs (SEN);
- 7) the numbers and percentage shares of students with SEN studying in mainstream primary and secondary schools by grade level and by SEN type; and
- 8) the numbers of students with SEN studying in primary and secondary schools in the territory by severity (i.e. Tiers 1, 2 and 3) in the past 5 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 210)

Reply:

(1), (3) and (4)

School-based Educational Psychology Service (SBEPS) in public sector ordinary primary and secondary schools is provided by educational psychologists (EPs) of the Education Bureau (EDB) and school sponsoring bodies (SSBs). From the 2017/18 to 2021/22 school years, the respective EP establishment for SBEPS is 144, 151, 156, 161 and 181 posts, and the respective wastage rate is 3.8%, 5.9%, 4.2%, 4.3% and 11.0%. When an EP resigns, EDB or SSB will engage a replacement as soon as possible and there is a chance that the vacancy can be filled within the school year. During the period of vacancy, existing EPs of SSB or EDB will shoulder the provision of support for the schools concerned. Hence, it serves little purpose to set out the number of EP vacancies by school year. In general, the average number of visit days paid by EPs to each school is around 20 per school year. As for schools receiving the Enhanced SBEPS due to comparatively large number of students with special educational needs (SEN), the average number of visit days to each school is around 30 per school year.

From the 2017/18 to 2021/22 school years, the respective EP establishment in aided special schools is 19, 19, 19, 19 and 21 posts. As EPs in aided special schools are employed by SSBs or school clusters, we do not collect information on the number of visits, wastage rate and vacancies of EPs in these schools in the past 5 years. Generally speaking, EPs pay more visits to special schools than ordinary schools to meet the needs of special schools.

The number of students requiring support from EPs varies from school to school, while the level and frequency of support that individual students need also differ. In many cases, EPs need to collaborate with teachers, social workers, etc. to jointly support the students concerned according to the principle of Whole School Approach (WSA). Besides, school-based EPs enhance the effectiveness of the support rendered by schools to students through strengthening the school support system and teachers' knowledge and skills in catering for students' diverse needs. In this regard, all students benefit from the provision of the SBEPS directly or indirectly.

As schools under Direct Subsidy Scheme and private schools make their own arrangements for educational psychology service, we do not collect information on the number of visits, the number, wastage rate and vacancies of EPs in these schools.

(2) and (5)

From the 2017/18 to 2021/22 school years, on average about 80% of the cases referred to EPs in public sector ordinary primary and secondary schools were assessed within 2 months, while about 10% were assessed within 2 to 3 months. Some cases involved a longer waiting time for assessment due to their special circumstances, such as parents requesting for deferral of assessment or assessment being held up pending the students' medical treatment. We have no information on the number of cases of students suspected of dyslexia pending assessment by EPs. Since students admitted to public sector special schools have already had their assessment reports, there is no need for them to be assessed by EPs again. Special schools will plan and arrange follow-up assessment or progress review for prospective school leavers according to their transition needs. Hence, there is no need for them to wait for EP service.

(6)

All public sector primary schools have implemented the Early Identification and Intervention Programme for Primary One (P1) Students with Learning Difficulties for early identification and support for P1 students suspected to have learning difficulties. Schools will consult EPs on the educational needs of students who manifest learning or emotional-behavioural difficulties. For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to EPs or other professionals for further assessment as appropriate. In addition, EDB has all along encouraged schools to adopt the “intervention before assessment” principle to provide appropriate support for students displaying learning or emotional-behavioural difficulties without having to wait for the completion of assessment. Schools may work out appropriate support measures in collaboration with school-based EPs, school-based speech therapists or other relevant professionals as necessary, or refer the students to other professionals (such as psychiatrists) for further assessments.

(7)

The numbers of students with SEN studying in public sector ordinary primary and secondary schools by grade level and SEN type from the 2017/18 to 2021/22 school years are set out in Annex, while the percentage shares of these students are tabulated below –

School Year	2017/18	2018/19	2019/20	2020/21	2021/22
Primary school	7.8%	8.3%	9.1%	9.8%	10.5%
Secondary school	8.6%	9.4%	10.1%	10.9%	11.6%

(8)

All schools are required to adopt WSA to support students through the 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through quality teaching in regular classrooms; Tier-2 support refers to additional support/“add-on” intervention for students with persistent learning or adjustment difficulties, such as small group learning, after-school remedial programmes and pull-out remedial programmes; Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing up of Individual Education Plans.

In and before the 2018/19 school year, ordinary schools were provided with additional resources under various modes to support students with SEN, including the Learning Support Grant (LSG), Integrated Education Programme, Intensive Remedial Teaching Programme (IRTP), and a mixed mode of implementing IRTP while receiving LSG. As schools were provided with additional resources under different modes, some schools were not required to report to EDB the number of students in each tier of support.

Starting from the 2019/20 school year, EDB has implemented a series of enhanced measures including extending LSG to all public sector schools in Hong Kong. Hence, each school reports to EDB the number of their students with SEN requiring Tier-2 and Tier-3 support and the tier of support these students require. The numbers of students requiring Tier-2 and

Tier-3 support in public sector ordinary primary and secondary schools in the 2021/22 school year are tabulated below –

2021/22 School Year	No. of students requiring Tier-2 support	No. of students requiring Tier-3 support
Primary school	30 028	2 324
Secondary school	24 377	1 836

Please note that the numbers of students set out in Annex were compiled based on the records of the Special Education Management Information System of EDB in the beginning of the respective school year, whereas the numbers shown in the table above refer to students whose SEN type and the tier of support required were examined by EDB after being scrutinised and submitted by schools within the same school year. As such, these 2 sets of figures are slightly different.

**Number of students with SEN studying in public sector ordinary primary and secondary schools
in the 2017/18 to 2021/22 school years** ^(Note 1)

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	76	113	153	102	121	125	126	149	194	137	122	99
2018/19	103	123	142	161	108	124	148	130	161	153	122	119
2019/20	108	122	168	144	153	111	144	139	139	132	128	108
2020/21	114	149	179	168	148	171	135	136	156	118	118	120
2021/22	115	160	203	195	175	144	176	134	132	129	110	109

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	743	883	974	1 005	929	892	755	633	545	518	460	365
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487
2020/21	901	1 134	1 171	1 287	1 214	1 174	1 015	985	956	833	654	548
2021/22	879	1 021	1 306	1 251	1 275	1 194	1 076	1 027	1 004	921	799	629

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	160	333	723	997	1 229	1 226	1 277	1 271	1 122	953	693	547
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827
2020/21	125	412	1 004	1 317	1 561	1 612	1 612	1 704	1 621	1 512	1 189	912
2021/22	134	315	842	1 332	1 531	1 678	1 693	1 736	1 699	1 486	1 308	1 073

Mental Illness (Note 2)	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74
2019/20	5	8	11	11	9	21	44	58	96	90	105	103
2020/21	8	20	24	27	25	29	45	81	113	136	117	165
2021/22	5	14	23	28	30	28	48	91	133	153	187	170

Specific Learning Difficulties	P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	5	164	2 143	2 484	2 282	2 175	2 248	2 051	2 052	1 860	1 738	1 508
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434
2020/21	1	131	2 135	3 221	2 983	2 751	2 521	2 277	2 238	1 949	1 582	1 442
2021/22	1	113	2 058	3 224	3 253	2 941	2 626	2 421	2 226	1 987	1 704	1 482

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	15	20	27	17	20	18	27	25	16	26	37	42
2018/19	13	20	18	25	16	22	14	32	27	17	23	40
2019/20	15	19	17	18	27	15	18	17	37	29	14	26
2020/21	16	23	22	18	19	29	16	24	19	34	30	16
2021/22	16	14	23	20	19	19	26	20	21	18	39	30

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	7	4	9	8	7	4	4	7	17	12	15	10
2018/19	4	7	5	8	9	7	4	6	13	17	11	11
2019/20	3	6	6	3	7	9	6	6	6	14	19	10
2020/21	3	8	6	7	4	9	9	7	7	6	17	17
2021/22	2	7	7	5	8	4	9	10	8	9	4	15

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	72	55	54	54	61	51	50	45	58	59	68	59
2018/19	59	74	58	59	53	61	45	48	49	58	52	61
2019/20	69	64	79	62	64	55	60	43	53	50	49	51
2020/21	61	62	66	74	58	62	43	52	40	45	44	47
2021/22	53	56	60	72	71	58	56	42	49	36	40	45

Speech & Language Impairment	P1 (Note 4)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2017/18	13	878	546	415	334	246	171	62	60	33	26	15
2018/19	19	932	593	408	297	257	177	52	60	33	17	24
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26
2020/21	24	1 058	824	450	317	232	173	91	103	81	44	38
2021/22	32	1 110	930	618	376	261	181	121	117	82	67	48

Notes:

1. Figures above refer to the position as of September of the respective school years.
2. Starting from the 2017/18 school year, LSG has covered students with mental illness (MI). As at the date when the statistics on students with SEN in the 2017/18 school year were counted, schools had not yet submitted the information about that particular category of students to EDB. As such, figures above do not include students with MI in the 2017/18 school year. Besides, as some parents or students prefer their schools not to submit their information to EDB, figures provided by schools may be under-represented.
3. As primary schools implement the Early Identification and Intervention Programme for P1 Students with Learning Difficulties to identify students with specific learning difficulties (SLD) at P1 level, the number of P1 students with SLD as of September in each school year will be under-represented.
4. After follow-up by school-based speech therapists, the number of students identified with speech and language impairment will increase in the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB278

(Question Serial No. 3358)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The persistence of the epidemic over the past 3 years has greatly affected the lessons of many students from grass-root families, as reflected by issues involving the availability of learning device, Internet service, printing and scanning equipment, etc. In the form of a table, please list the measures in support of students from grass-root families in the past and future, the expenditures involved and the number of beneficiaries.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 211)

Reply:

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. In the 2022/23 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. The rate of the subsidy is adjusted annually with reference to prevailing market fees of Internet access services. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to the constraints in their living environment, the Education Bureau (EDB) provided the one-off top-up grant from late 2020 to early 2021 for schools in need to meet the additional expenses incurred in purchasing portable Wi-Fi routers and/or mobile data cards.

In respect of students' computer devices, EDB has, through the Community Care Fund, implemented a 3-year assistance programme from the 2018/19 to 2020/21 school years to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools and to support their e-learning at home amid the epidemic.

Starting from the 2021/22 school year, the Quality Education Fund has reserved \$1.5 billion for a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support (Funding Programme). Under the Funding Programme, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding through simplified procedures to purchase mobile computer devices for loan to needy students. The maximum amount of funding for each student is \$4,700. Schools may also provide portable Wi-Fi routers and mobile data cards for students who are unable to acquire appropriate Internet services due to the constraints in their living environment. The maximum amount of additional funding for each student in this regard is \$1,700. Apart from students receiving the Comprehensive Social Security Assistance or the School Textbook Assistance, beneficiaries also include students with genuine financial needs as identified by schools according to their school-based criteria.

Since the outbreak of the COVID-19 epidemic, the expenditure involved and the number of beneficiaries of the above measures are set out as follows –

Measure		2019/20 school year	2020/21 school year	2021/22 school year	2022/23 school year *
Subsidy Scheme for Internet Access Charges	No. of family beneficiaries	171 400	180 300	178 800	167 100
	Subsidy amount involved (\$ million)	216	243	242	224
One-off Top-up Grant for Supporting Online Learning of Financially Needy Students	No. of participating schools		670		
	No. of student beneficiaries		15 400		
	Subsidy amount involved (\$ million)		14		
Community Care Fund assistance programme (From the 2018/19 to 2020/21 school years)	No. of participating schools	281	871		
	No. of student beneficiaries	20 000	142 000		
	Subsidy amount involved (\$ million)	73	547		
Quality Education Fund e-Learning Funding Programme (Starting from the 2021/22 school year)	No. of participating schools			705	Around 700
	No. of student beneficiaries			24 000	Figures not available
	Subsidy amount involved (\$ million)			99.5	Figures not available

* Figures as at end of January 2023

In addition, for students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate. In this connection, schools may flexibly deploy various relevant recurrent grants, including the Composite Information Technology Grant, to purchase the e-learning devices needed.

- End -

CONTROLLING OFFICER'S REPLY

EDB279

(Question Serial No. 3359)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please set out the number of students with special educational needs that were provided with special examination arrangements in the Hong Kong Diploma of Secondary Education Examination, its percentage in the total number of candidates, and the total number of candidates in each of the past 3 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 212)

Reply:

The number of students with special educational needs that were provided with special examination arrangements in the Hong Kong Diploma of Secondary Education Examination, its percentage in the total number of candidates, and the total number of candidates in each of the school years from 2019/20 to 2021/22 are set out below –

Year of examination	No. of students provided with special examination arrangements (A)	Total no. of candidates (B)	(A) as a percentage of (B)
2020	3 156	52 416	6.0%
2021	3 001	51 886	5.8%
2022	3 446	49 840	6.9%

- End -

CONTROLLING OFFICER'S REPLY

EDB280

(Question Serial No. 3453)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding home-school co-operation –

The Administration states that it will continue to promote home-school co-operation by supporting the work of the Committee on Home-School Co-operation and subsidising relevant Parent-Teacher Associations and Federations of Parent-Teacher Associations to organise more home-school co-operation and parent education programmes or activities –

- (a) Please provide the specifics of the related funding arrangement, the respective numbers of parents and schools to be benefitted from this initiative, the number of additional parent education programmes or activities to be organised, as well as the contents of such programmes or activities. Please also advise how parents are encouraged to listen patiently to their children and support them with a caring attitude under this initiative.
- (b) In this connection, please provide the funding details for the recent 5 school years, including names of the subsidised organisations/bodies, amount of funding, and names of the subsidised activities/education programmes (with brief descriptions of their content). Has the Education Bureau evaluated the effectiveness of the subsidised parent education programmes or activities? If yes, what are the results? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 306)

Reply:

(a)

Parents play a vital role in their children's development and learning. The Education Bureau (EDB) is committed to facilitating home-school co-operation. The Home-School Co-operation Grants (the Grants) are provided for Parent-Teacher Associations (PTAs) of schools and the Federations of PTAs (FPTAs) in the 18 districts each year for promoting home-school co-operation through various forms of activities. The home-school co-operation and parent education activities organised by PTAs and FPTAs aim at promoting the

development of PTAs, enhancing the co-operation and communication between parents and schools, training parents to support the learning activities in schools, enhancing parenting skills, and helping parents to support their children in joyful learning and healthy development.

At present, each FPTA may apply for four activities under the Subsidy for Home-School Co-operation Activities, and one cross-district parent activity with other FPTAs under the Subsidy for Joint Cross-district Parent Activities each school year. As for PTAs, each school may apply for two activities under the Subsidy for Home-School Co-operation Activities each school year, with the ceiling of the Subsidy capped at \$10,000 for each activity, as well as one activity under the Subsidy for Joint Home-School Co-operation Project, with the ceiling of the Subsidy capped at \$20,000, so that individual schools/PTAs may jointly organise activities with other schools/PTAs. The activities organised by FPTAs and schools/PTAs include parent education programmes, parent-child activities, parent talks and workshops. To encourage kindergartens (KGs) (including KG-cum-child care centres) to set up PTAs, each KG may apply for the Set Up Grant and the Annual Grant. The respective amount of the grants for the 2022/23 school year is \$10,000 and \$11,710, a double of that for primary and secondary schools. To further encourage schools to set up PTAs, starting from the 2022/23 school year, schools without PTAs may submit their applications for the Set Up Grant throughout the school year. Besides, for schools with PTAs newly set up in the 2022/23 school year, they may submit their applications for both the Subsidy for Home-School Co-operation Activities and Subsidy for Joint Home-School Co-operation Project throughout the school year. The estimated number of schools benefitted from the Grants is about 1 650 in the 2022/23 school year, with around 3 620 activities to be organised and an attendance of about 700 000 parents.

(b)

Schools/PTAs in receipt of the Grants include KGs, KG-cum-child care centres, primary, secondary and special schools in the territory, as well as FPTAs in the 18 districts. The total amount of the Grants from the 2018/19 to 2022/23 school years is tabulated as follows –

School Year	Total Amount of the Grants (\$ million)
2018/19	27
2019/20	50
2020/21	49
2021/22	50
2022/23	50

Schools/PTAs and FPTAs are required to submit evaluation reports to EDB after the completion of the activities. The vast majority of participants were satisfied with the activities. All in all, the Grants are effective in achieving the objectives set to promote home-school co-operation and parent education.

- End -

CONTROLLING OFFICER'S REPLY

EDB281

(Question Serial No. 3454)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide information on kindergartens (KGs) that already had Parent-Teacher Associations (PTAs) set up in the past 5 school years, with a breakdown by 18 districts. Please provide the total amounts of Set Up Grant and Annual Grant provided for setting up PTAs in KGs in each of the past 5 school years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 307)

Reply:

Parents play a vital role in their children's development. The Education Bureau (EDB) encourages kindergartens (KGs) to enhance communication with parents through multifaceted channels and to set up Parent-Teacher Associations (PTAs) to facilitate parent-school connection and build a partnership for co-operation. Whether KGs set up PTAs is unrelated to where they are situated. Hence, EDB has not compiled relevant statistics by district. According to the information provided by schools, the number of KGs (including KG-cum-child care centres) with PTAs in the school years from 2017/18 to 2021/22 is tabulated below:

School Year	No. of KGs with PTAs	Percentage Share in the total no. of KGs
2017/18	326	32%
2018/19	343	33%
2019/20	349	33%
2020/21	371	35%
2021/22	376	36%

Note: Information is sourced from the Profile of Kindergartens and Kindergarten-cum-Child Care Centres.

EDB provides a Set Up Grant to the newly established PTAs and an Annual Grant to the existing PTAs for meeting the recurrent expenditure. The total amounts of Set Up Grant and Annual Grant provided for KGs (including KG-cum-child care centres) in the school years from 2017/18 to 2021/22 are tabulated below –

School Year	Set Up Grant (\$)	Annual Grant (\$)
2017/18	75,000	1,466,556
2018/19	60,000	1,560,090
2019/20	150,000	3,391,066
2020/21	50,000	3,512,880
2021/22	140,000	3,572,040

Notes:

1. Starting from the 2019/20 school year, the amount of the Set Up Grant that each KG can apply for has been doubled from \$5,000 to \$10,000. Also, the amount of the Annual Grant provided to KGs is a double of that for primary and secondary schools and is annually adjusted in accordance with the Composite Consumer Price Index.
2. KGs may apply to EDB for the Set Up Grant within the same school year in which their PTAs are established or expected to be established. The actual time of establishment of PTAs may differ from the time that the KGs provided the information of their PTAs in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres, and the KGs with newly established PTAs may not necessarily apply for the Set Up Grant. Hence, the total amount of the Set Up Grant disbursed by EDB to KGs in each school year cannot be directly compared with the number of PTAs of KGs in the same school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB282

(Question Serial No. 3455)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Has the Administration conducted any study on home-school communication approach to find out about the communications between parents and schools? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 308)

Reply:

At the invitation of the Education Bureau (EDB), the Education Commission set up the Task Force on Home-School Co-operation and Parent Education (Task Force) in 2017. In 2019, the Task Force completed the review on the approach of promoting home-school co-operation and parent education to formulate directions and strategies to facilitate home-school co-operation and parent education. During the review, the Task Force examined the promotion of home-school co-operation and parent education in Hong Kong and other regions, and reviewed the findings of relevant local studies and parent education programmes and activities provided by local tertiary institutions and non-governmental organisations. It also held a number of in-depth discussions with stakeholders. The Government has accepted the recommendations of the Task Force and is implementing the feasible recommendations in phases to benefit parents and students with different needs. In addition, EDB has commissioned an external organisation to conduct "Consultancy Study on Communications between Schools and Parents" (the Study) to understand the communications between schools and parents, identify the factors affecting the building of a close connection between schools and parents, and recommend measures to strengthen home-school co-operation. The Study was completed in March 2019 and the findings showed that schools had adopted a number of measures and deployed human resources to sustain and enhance the effective communication with parents, which include organising Parent-Teacher Association activities, volunteering programmes, parent networking and home visits, and making best use of information technology for ease of access to parents. The Study also identified good practices in local schools and other countries for sharing with schools. The findings of the Study were released and good practices on communication between schools and parents were shared with

schools at sharing sessions. The study report has also been uploaded to the website of the Committee on Home-School Co-operation for reference of schools and parents.

- End -

CONTROLLING OFFICER'S REPLY

EDB283

(Question Serial No. 3456)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the Positive Parent Campaign, please advise of the following –

- (a) The Administration states that it will continue to strengthen parent education by taking forward the Positive Parent Campaign, developing the curriculum framework on parent education for various school levels by phases and organising parent education courses with reference to the framework. Please provide information on the specific funding arrangement, estimated number of parents and schools benefitted, number of additional parent education programmes or activities and their content. How will the initiative encourage parents to listen to their children patiently and support them with a caring attitude?
- (b) In this connection, please provide the funding details of the past 5 school years, including names of subsidised organisations/bodies, amounts of funding, and names of subsidised activities/education programmes with a brief description of their content. Has the Education Bureau evaluated the effectiveness of the subsidised parent education programmes or activities? If yes, what are the results? If no, what are the reasons?
- (c) What measures will the Administration take to equip parents with the knowledge necessary for helping their children grow and develop, enhance their parenting skills and help them in identifying the early signs of children's emotional problems and fostering positive thinking in their children?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 309)

Reply:

(a) to (c)

Parents play a vital role in their children's development and learning. The Education Bureau (EDB) has all along been supporting home-school co-operation, forging home-school partnership and promoting parent education through kindergartens (KGs), primary schools

and secondary schools. The Education Commission established the Task Force on Home-School Co-operation and Parent Education (Task Force) and submitted its report to EDB in April 2019, giving recommendations on further promoting home-school co-operation and parent education. EDB has fully accepted the recommendations of the Task Force and taken forward and implemented the following measures –

(i) **Implementing Positive Parent Campaign:** EDB has been running the territory-wide Positive Parent Campaign since 2020, which promotes parent education through extensive and diversified channels to foster parents’ positive thinking and proper ways and attitudes of raising children. The objective is to foster a positive mindset among parents in nurturing their children, with a view to helping their children learn effectively and grow happily. Starting from the 2020/21 school year, EDB has organised a number of competitions and activities, including the Mascot Design Competition, Naming Competition for the Family Members of Our Ambassadors “Mommy Light” and “Daddy Light”, and Video Production Competition on Parent Education “Light Up a Bright Future with Your Child”. In the 2022/23 school year, EDB has also organised the “Play with Your Children Day” and activities under “Playtime with Children” series, including “Call for Action: Sharing of Parent-child Games”, the “Playtime with Children” Parents’ Action Handbook and the “Playtime with Children” board game”. Besides, Announcements in the Public Interest have been produced to enhance the understanding of positive parent education among parents, students and teachers. The total expenditure of the above activities is about \$5.8 million.

(ii) **Developing curriculum frameworks on parent education:** To enable parents to learn in a more systematic manner the necessary knowledge and skills for nurturing their children, EDB has commissioned a post-secondary institution to develop the curriculum frameworks on parent education by phases. The Curriculum Framework on Parent Education (Kindergarten) and the Curriculum Framework on Parent Education (Primary School) were introduced in September 2021 and December 2022 respectively, and the development of the Curriculum Framework on Parent Education (Secondary School) is underway. The estimated total expenditure of developing the curriculum frameworks on parent education is about \$4.2 million.

(iii) **Territory-wide parent education programmes:** EDB will commission tertiary institutions or organisations to organise parent education programmes for parents of KG and primary students with reference to the curriculum frameworks on parent education, and develop e-learning resources to help parents foster the healthy and happy growth of their children since early childhood. As the programmes are still at planning stage, information on relevant expenditure is not available.

(iv) **School-based parent education programmes:** In the 2021/22 school year, EDB provided KGs joining the Kindergarten Education Scheme with an additional one-off subsidy of \$90,000 to \$100,000 to encourage them to kick start the organisation of structured parent education programmes, establish Parent-Teacher Associations (PTAs), and set up or enhance a designated “Resources for Parents” webpage on their school websites. The total amount of funding was \$69 million. In the 2022/23 school year, EDB has provided a \$200,000 One-off Grant on Parent Education for each public sector primary school and primary school under the Direct Subsidy Scheme to support them in embarking on structural school-based parent education programmes or activities in line with the curriculum frameworks on parent education. The total amount of funding is about \$100 million.

(v) Activities of PTAs and Federation of PTAs (FPTAs) of the 18 districts: Starting from the 2019/20 school year, EDB has increased the subsidy to PTAs of schools and the FPTAs for organising more school-based and community-based parent education programmes and home-school co-operation activities. From the 2018/19 to 2022/23 school years, the expenditure on the subsidy in each of the respective school years is about \$27 million, \$50 million, \$49 million, \$50 million and \$50 million.

(vi) Parent education programmes for non-Chinese speaking (NCS) parents: Starting from the 2020/21 school year, EDB has been providing a series of parent education programmes for NCS parents, with a view to helping them support their children's learning, encourage their children to master Chinese language, and have a more comprehensive understanding of the multiple pathways available to their children. The initiative involves a 5-year non-recurrent funding totaling about \$15 million.

To review the effectiveness of the activities and programmes, EDB gauges participants' views by requiring contractors and organisers to conduct surveys and submit evaluation reports. The feedback from participants is generally positive. As for activities organised by PTAs and the FPTAs, they are required to submit evaluation reports to EDB after the completion of the activities. The vast majority of participants were satisfied with the activities. EDB will continue to review the implementation and effectiveness of the measures.

Besides, EDB also provides support to the Committee on Home-School Co-operation in organising activities and seminars for parents to equip them with the knowledge necessary for helping their children grow and develop, enhance their parenting skills, and help them in identifying early signs of children's emotional problems as well as fostering positive thinking in their children. EDB has also launched the "Smart Parent Net" website (website: www.parent.edu.hk/en/home) to enable parents' easy access to information on supporting physical and psychological development of students, which includes parent-child relationship, character development, parenting skills and emotional management of parents.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3458)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the e-platform for parents –

- (a) As stated in the Estimates, the Education Bureau (EDB) provides subvention to the Hong Kong Education City Limited for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform. Please advise on the specific arrangements, the estimated number of parents and schools to be benefitted, and the resources to be provided. How will the e-platform encourage parents to adopt positive education approaches, help their children learn effectively and establish a good parent-child relationship?
- (b) Please provide details of subvention in the past school year and a brief of resources provided.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 311)

Reply:

(a) and (b)

The Hong Kong Education City Limited (HKEdCity), which is a wholly owned company of the Government, has been committed to promoting the use of information technology in the education sector for its appropriate adaptation to the curriculum reform. The one-stop professional education portal (edcity.hk) of HKEdCity combines information, resources, interactive communities and online services to facilitate the interactive exchange of teaching resources and information among schools and teachers, encourage students to make effective use of e-learning resources, and support parents in nurturing their children to thrive and learn for the promotion of whole person development and lifelong learning. HKEdCity provides the education sector with diversified education information and resources, including the Resources Depository, e-bookshelf, AI learning platform, the Education Bureau (EDB) Educational MultiMedia, as well as learning platforms and resources on teenagers' personal growth.

The public and parents are welcome to become members of HKEdCity to join the parents' seminars and workshops for free, view the over 1 400 pieces of information and videos on parenting, child care as well as education, and enjoy playing the more than 1 200 learning games. Besides, there is a "Parent Academy" webpage specifically developed for parents on HKEdCity website (<https://www.edcity.hk/parent>). It provides, among others, educational information on how to support children's learning and development. HKEdCity also disseminates information about its services through other channels such as the newsletter "EdPost", parenting magazines and the social media. In collaboration with EDB and professional institutions, HKEdCity organises a wide variety of free parents' seminars and workshops on topics including information literacy, emotion management, eye and bone health, e-learning and parent-child communication to help parents master information and gain an understanding of the needs of their children's growth. In addition, recommended information and activities are promoted via links to various relevant websites such as the Positive Parent Campaign published on the website of HKEdCity. HKEdCity will continue to enhance relevant websites and platforms, whereby parents can give positive encouragement to their children, support them in their learning and build up a good parent-child relationship.

With a total of 966 school members, 113 659 teacher members and 606 621 student members, HKEdCity received a subvention of around \$49.52 million from the Government in the 2021/22 school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3459)

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding special educational needs (SEN) –

- (a) The Administration states that it will continue to extend the Enhanced School-based Educational Psychology Service. Will the Administration subsidise educational psychologists to provide training for parents to support students with special/different educational needs? If yes, what are the details and the total estimated expenditure? If no, what are the reasons?
- (b) In addition to providing services for children with SEN, will the Administration offer support and education/training for parents of these children? If yes, what are the details of the measures, expenditure and manpower involved? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 312)

Reply:

- (a)
Under a comprehensive and integrated service model, the School-based Educational Psychology Service (SBEPS) serves to enhance the professional capacity of schools in catering for the diverse educational needs of students. School-based educational psychologists (EPs) provide support to schools at school system, teacher and student levels. Specifically, EPs provide assessment and intervention services for students, consultation and training for parents, consultation and professional development for teachers, and professional advice on school policies and measures in supporting students with diverse educational needs, including those with special educational needs (SEN). In general, based on the principle of Whole School Approach, EPs collaborate with teachers and school social workers to support students with diverse educational needs and their parents. In this regard, the Education Bureau (EDB) does not have the breakdown of details and expenditure of services provided

by EPs to parents of students with different types of educational needs. The revised estimate for SBEPS (including the Enhanced SBEPS) for the 2022/23 school year is about \$230 million.

(b)

In September 2021, EDB launched a one-stop website “SENSE” (website: sense.edb.gov.hk), providing a wealth of information on “Integrated Education”, “Special Education”, “Professional Support”, “Professional Development of Teachers” and “Types of Special Educational Needs” as well as sharing of schools’ hands-on experiences, which further facilitates schools and parents’ access to the latest information and online resources on integrated education for supporting students with SEN. To help parents support their children with SEN, EDB has published the Parent Guide on Whole School Approach to Integrated Education, leaflet on Early Identification and Intervention Programme for Primary One Students with Learning Difficulties and a series of leaflets on nurturing children with SEN. All these have been uploaded onto the “SENSE” website for parents’ information. We also disseminate from time to time online information on supporting children with SEN and organise relevant workshops and seminars for parents. As the aforementioned measures are mainly carried out by EDB staff, the expenditure involved is subsumed within the recurrent expenditure of EDB.

In addition, Special Educational Needs Coordinators are responsible for promoting home-school co-operation in schools and working with parents to support students with SEN. They also collaborate with different professionals such as school-based EPs, school-based speech therapists, school social workers and teachers through a multi-disciplinary team approach to provide support to parents of children with SEN in schools by different means including consultation, meetings and seminars.

- End -

CONTROLLING OFFICER'S REPLY

EDB286

(Question Serial No. 3460)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding mental health –

- (a) Is there a plan to raise parents' awareness of children's mental illnesses such as depression and "gaming disorder" and that of their children's mental health? If yes, what are the details and the estimated total expenditure? And how are parents encouraged to help their children overcome the difficulties that the illness brings to their learning and personal development? If no, what are the reasons?
- (b) The Committee on Prevention of Student Suicides published its final report in November 2016. The Administration has accepted the recommendations therein and has been formulating practicable measures and follow-up actions in the four key areas, namely Promotion of Students' Mental Well-being and Health, Strengthening Support for Schools and Teachers, Reviewing Relevant Domains in the Education System, and Enhancement of Family Life and Parent Education. Will the Administration take forward the recommendations this year? If yes, what are the details of the funding reserved and how does it differ from last year's estimated expenditure? And how will this assist parents with the early identification of and support for students with suicidal risk? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 313)

Reply:

(a)

The Education Bureau (EDB) is highly concerned about the mental health of students and has all along been reminding parents to care for and support their children, and enhancing parents' awareness and understanding of mental health. EDB disseminates a wide range of information about mental health and how to support children's learning as well as physical and mental development through different channels, such as the one-stop student mental health information website "Mental Health@School" (mentalhealth.edb.gov.hk/en/) and the "Smart Parent Net" website (www.parent.edu.hk/en/home). The information includes

videos on enhancing children’s adaptability and resilient thinking, and pamphlets, e-posters and useful tips about ways to cope with various types of mental illness (such as depression, anxiety and psychosis) and mental health problems (such as self-harm behaviour and suicidal ideation), with a view to helping parents on early detection of alarming signs and supporting their children to relieve negative emotions. Besides, EDB also provides regular online “gatekeeper” training for parents to help them identify and support their children’s mental health needs at an early stage, so that they can help their children embrace the challenges ahead with a positive attitude. As the estimated expenditure of the above is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

(b)

EDB attaches great importance to the healthy development of students, and has implemented the recommendations in the Final Report published by the Committee on Prevention of Student Suicides in November 2016 by assisting schools in adopting the Whole School Approach at three levels, namely “Universal”, “Selective” and “Indicated”, to promote mental health among students and enhance support for those with mental health needs (including those with suicidal risk).

At the Universal level, to lead a “Healthy Lifestyle” is one of the 7 learning goals of school curriculum. Relevant learning elements are already embedded in subjects such as General Studies, and Life and Society. EDB has also been disseminating information and online resources for promoting students’ mental health among schools and parents through different channels, and continuously promoting diversified programmes on student growth, so as to enhance students’ resilience through adventure-based, team-building and problem-solving training, help them embrace challenges with courage and an optimistic and positive attitude. The expenditure is around \$86 million and \$88 million (Revised Estimate) in 2021-22 and 2022-23 respectively.

At the Selective level, EDB is committed to providing “gatekeeper” training for teachers, parents and students to enable their early identification of students with mental health needs. The training includes a 60-hour thematic course for teachers, online “gatekeeper” training for parents, and “the Peer Power – Student Gatekeeper Training Programme” launched for secondary students. EDB has also set up the “Mental Health@School” Teacher Professional Network to help teachers promote students’ mental health in schools through regular sharing of latest information and relevant resources. As the estimated expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, so that schools can have additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau, in collaboration with EDB, the Hospital Authority and the Social Welfare Department, has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs.

Meanwhile, professionals of different disciplines in a school (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support to students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a

view to helping them cope with difficulties in studies, social interaction or emotional development.

As for parent education, EDB has all along been promoting home-school co-operation and parent education. The Committee on Home-School Co-operation organises activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children's emotional problems and foster positive thinking in their children. EDB has also launched the "Smart Parent Net" website to enable parents' easy access to information on supporting physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily.

To enable parents to learn in a more systematic manner the necessary knowledge and skills for nurturing their children, EDB commissioned a post-secondary institution to develop the Curriculum Framework on Parent Education (Kindergarten) and the Curriculum Framework on Parent Education (Primary School), which were introduced in September 2021 and December 2022 respectively. One of the core strands of the curriculum frameworks is the promotion of healthy, happy and balanced development of children (including whole-person development and mental health). EDB has started to develop the curriculum framework for parents of secondary school students. To tie in with the launch of the curriculum frameworks on parent education, EDB provided kindergartens joining the Kindergarten Education Scheme with an additional one-off subsidy of \$90,000 to \$100,000 in the 2021/22 school year to encourage them to kick start the organisation of structured parent education programmes, establish Parent-Teacher Associations, and set up or enhance a designated "Resources for Parents" webpage on their school websites. In the 2022/23 school year, EDB has also provided a \$200,000 One-off Grant on Parent Education for each public sector primary school (including government and aided primary schools and special schools with a primary section) and primary school under the Direct Subsidy Scheme to support them in embarking on structured school-based parent education programmes or activities, so as to develop a culture of positive parent education. EDB's expenditure on promoting home-school co-operation and parent education in 2021-22 and 2022-23 is about \$140 million and \$180 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB287

(Question Serial No. 3461)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding school bullying and cyber-bullying –

- (a) Please provide the number of reported cases of school bullying and cyber-bullying received in each of the past 3 years, and an update on the progress of these cases.
- (b) Will the Administration step up its current policy initiatives to combat school bullying and cyber-bullying in a more effective manner and provide victims with better support? If yes, what are the specific arrangements, as well as the expenditure and manpower involved? Will additional resources be allocated for this purpose?
- (c) Does the Administration plan to step up parent education with a view to enhancing their awareness of and abilities in handling school bullying, cyber-bullying and other issues, and provide individual support to parents in need? If yes, what are the specific funding arrangements? If no, what are the reasons?
- (d) Does the Administration plan to work together with parents to help students involved rectify their behavioural problems? If yes, what are the specific arrangements? If no, what are the reasons?
- (e) Are there any measures to help parents develop proper attitudes of their children in using information technology in daily life and study? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 314)

Reply:

(a)

Based on the information retrieved from the Education Bureau (EDB)'s annual questionnaire surveys on guidance and discipline cases in public sector primary and secondary schools, the

number of student cases involving school bullying (including cyber-bullying) from the 2019/20 to 2021/22 school years was 411, 306 and 413 respectively. Regarding the management and supervision of guidance cases, schools are required to establish case management procedures (including opening a case, progress reporting and closing a case). Under the principle of confidentiality, information related to the case should be restricted only to the relevant stakeholders as authorised by the school. Given the uniqueness of each case, it is not possible to handle all cases with standard procedures and thus difficult to indicate their progress with statistics.

(b) to (e)

EDB has all along adopted a “zero tolerance” policy on school bullying (including cyber-bullying) and does not accept bullying in whatever form and for whatever reason. We have required all schools through guidelines and circulars to take the matter seriously and implement proactive measures by adopting the Whole School Approach (WSA) in formulating and implementing anti-bullying strategies, so as to ensure students’ safety at schools and strive to create a harmonious school environment to facilitate their learning. EDB continues to implement the policy of preventing and handling school bullying in a multi-pronged approach, which includes developing in students positive values and empathy, as well as attitudes such as respect for others and embracing inclusion and friendship through the curricula, learning and teaching resources as well as diversified student learning activities, while strengthening the guidance and support for students.

At the curriculum level, learning elements such as personal growth, sense of responsibility, care and respect for others, law-abidingness and empathy are included in the Key Learning Areas, subjects and values education curriculum in primary and secondary schools. EDB also develops learning, teaching and promotional resources, and organises professional development programmes for teachers as well as student activities (such as “My Pledge to Act” activity series) on an ongoing basis to support the promotion of moral education in schools. EDB attaches great importance to nurturing students’ information literacy, provides schools with the learning framework on “Information Literacy for Hong Kong Students” and learning and teaching resources, as well as organises professional development programmes for teachers in order to cultivate students in using information and communication technology effectively and ethically in study and daily life, including refusing to engage in improper acts such as cyber-bullying. Besides, EDB also collaborates with the Hong Kong Police Force to produce animations on how to handle cyber-bullying for primary and secondary students to instil in them correct values and attitudes.

As regards school activities, EDB has organised diversified programmes on student growth for schools, such as the “Understanding Adolescent Project (Primary)”, “Pupil Ambassador Scheme on Positive Living” and “Enhanced Smart Teen Project (Secondary)”, to promote the spirit of caring for others, respect and self-discipline. Besides, EDB has been encouraging schools to organise activities themed around harmony and anti-bullying. Teaching resources, an anti-bullying charter and promotional materials are provided to support schools in raising the awareness of students on anti-bullying. EDB also launched the “Peer Mediation Training Project for Peace Ambassadors” to equip students with peer mediation skills so that they can help resolve conflicts on campus; and the “Harmonious School Net” and the “Wise NET School Recognition Scheme” to facilitate inter-school sharing of information and successful experience. The expenditure of the above programmes in 2022-23 is about \$88 million.

Regarding guidance and support for students, EDB provides comprehensive guidance and support services to primary and secondary school students through WSA and multi-disciplinary collaboration. Teachers work with student guidance personnel and professional staff to provide remedial, preventive and developmental guidance services for students, while the Government continues to allocate resources to enhance guidance service in schools. Schools are staffed with professionals, including guidance personnel, school social workers and school-based educational psychologists, to provide students in need with due support and mediation and offer consultations services for parents. To enable schools to better cater for students' needs, the Government has enhanced student guidance service in primary schools since the 2018/19 school year under a new funding mode by implementing the policy of "one school social worker for each school". A school may, having regard to its own circumstances, employ at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance services. The estimated total expenditure on student guidance services in 2022-23 is \$498 million, and nearly 90% of public sector primary schools are served by school-based registered graduate social workers. As for secondary schools, the Social Welfare Department, starting from the 2019/20 school year, has implemented the measure of "two school social workers for each school" in more than 460 secondary schools in Hong Kong with enhanced supervisory support. The above enhanced measures enable schools to provide more remedial, preventive and developmental guidance services for students, with the aim of preventing and minimising the occurrence of bullying incidents. The 2022-23 revised estimate for secondary school social work service is \$786 million.

As for support for parents, EDB, together with Hong Kong Education City and Committee on Home-School Co-operation, have jointly organised a series of parent seminars each year since the 2017/18 school year, inviting experts and social workers to brief parents on effective parenting for the e-Generation, information literacy, youth online culture, cyber risks, tips for handling internet addiction of children and ways for protecting them from cyber-bullying. Meanwhile, through organising seminars, EDB helps parents develop proper attitudes of their children in using information technology in daily life and study, including refusing to initiate and engage in cyber-bullying. We have also produced information kits for parent education on e-learning and "A Healthy Internet Starts with You" video series to help promote parent education in schools. In addition, videos and articles on how to help children use electronic products properly and how to handle internet addiction of children are available on the one-stop parent education website "Smart Parent Net" (website: www.parent.edu.hk/en/home) launched by EDB for parents' reference. Besides, a non-governmental organisation is commissioned to set up a telephone hotline to provide individual support for parents, teachers and students in need. As the expenditure of the above measures is subsumed under EDB's recurrent expenditure, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB288

(Question Serial No. 3462)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding school selection/life planning,

- (a) what are the measures in place to enhance Life Planning Education (LPE) so as to identify students' diverse abilities and interests, encourage students to have diversified development and promote vocational and professional education and training (VPET)?
- (b) what are the measures in place to enhance parents' understanding of multiple pathways as well as VPET and provide them with a variety of information on employment and further studies?
- (c) although students and parents can access relevant information (such as information on further studies and employment, and knowledge of different industries) through LPE activities, they have yet to master the skills for long-term life planning. Besides, the overall participation rate of students and parents in LPE activities was low. Does the Administration assess the overall effectiveness of LPE? Are there any measures in place to improve the said situation? If yes, what are the details? If no, what are the reasons?
- (d) how does the Administration, through various means of parent education, call for parents' consideration of their children's needs, aptitudes and abilities when making school choices?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 315)

Reply:

(a), (b) and (c)

Since the 2014/15 school year, the Education Bureau (EDB) has been providing additional resources and stepping up its support for the implementation of Life Planning Education

(LPE) in schools through relevant learning activities, with a view to helping students to identify their interests, abilities and orientations at an earlier stage, and keeping them abreast of the latest career related information to prepare them for further studies and career pursuits. The measures implemented by EDB include the following –

- (i) Increasing resources for schools: Since the 2014/15 school year, EDB has been providing each public sector school and Direct Subsidy Scheme (DSS) school operating classes at senior secondary levels with a Career and Life Planning Grant (CLPG) to enhance LPE elements for students. Starting from the 2022/23 school year, CLPG has been fully converted into regular teaching posts so as to empower the schools and responsible teaching teams. School teachers may organise diversified activities within and beyond the classroom to take forward LPE by making full use of various resources and enhancing home-school co-operation.
- (ii) Training and support: EDB organises structured training courses/thematic seminars, increases the number of training places, etc. with a view to enhancing teachers' professional capacity in implementing LPE. EDB conducts school visits to better understand schools' implementation of LPE-related lessons and activities and offer professional advice to schools. Furthermore, EDB forms learning circles through District Development Networks to foster a culture of district-based sharing and professional exchange among teachers, and provide career exploration activities for students on a district basis.
- (iii) Information and tools: EDB provides students, teachers and parents with information on different industries and multiple pathways through the Life Planning Information Website; and enhances public and parent education by various means (including publishing advertorials in newspapers and magazines, shooting promotional videos and mini-movies, etc.). In 2021, an online learning system titled My Life Planning Portfolio was set up on the Website to provide handy tools for students to conduct career aptitude assessments and create learning portfolios. There is also a designated webpage for parents which provides a rich repertoire of information (including video clips of interviews and sharing) covering characteristics of students' development during their secondary school years and information on further studies and employment. Teachers are also encouraged, through briefings, sharing sessions, seminars, etc., to make use of the career aptitude assessment tools in the system to provide students with guidance and counselling on life planning.
- (iv) Promoting business-school co-operation and Vocational and Professional Education and Training (VPET): Through the Business-School Partnership Programme (BSPP), EDB has provided students with career exploration activities and work experience opportunities so that they will have a better understanding of the workplace. To widen student's career-world perspective, EDB has launched BSPP 2.0 in the 2022/23 school year. It is targeting to increase the number of business partners by about 15% (i.e. around 60 business partners) within the 2022/23 school year and provide students with more and a wider range of career exploration and work experience activities. A series of Holiday Work Experience Programmes will be arranged under BSPP 2.0 during major school holidays (e.g. summer holidays, Christmas holidays and Easter holidays) to enable senior secondary students to gain first-hand experience of the actual operation of different industries as well as exploring their interests and career aspirations.

Besides, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach on various fronts to promote VPET as a pathway parallel to conventional academic education. In this regard, the Government and relevant organisations will, through a more innovative and coordinated approach, including organising different types of promotional activities, enhance stakeholders' positive understanding of VPET, including the public, parents and students, and promote its professional image, so as to make VPET an attractive progression pathway.

EDB commissioned The Education University of Hong Kong to conduct a review on the effectiveness of LPE, the implementation of LPE policy, and the benefits of BSPP on students. The review, which was completed in 2019, showed that the implementation of LPE in local secondary schools has reaped initial success. By establishing well-defined organisational structures and school-based policies, schools are gradually gaining the support of teachers, students and parents in the promotion of LPE. BSPP has received much support from schools and business partners. It is valued by schools as one of the important resources. EDB has adopted various measures to take forward the recommendations in the consultancy report. In addition, we will review the overall participation of students and parents in LPE-related activities through regular school visits. Schools are encouraged to make use of the self-evaluation mechanism of Planning-Implementation-Evaluation (P-I-E) cycle to duly adjust their work plans and take follow-up actions according to evaluation findings to facilitate active participation of students and parents in LPE activities. EDB will continue to conduct school visits to identify and disseminate good arrangements to other schools for reference.

(d)

Every year, EDB organises talks on making secondary and primary school choices for parents, in which social workers and principals will share with parents on how to select a suitable school for their children. Meanwhile, in various school selection documents, parents are reminded to consider all aspects of a school, such as its educational philosophy, culture, religion, development and operation, as well as their children's abilities, inclinations and interests so as to make a suitable school choice. Besides, EDB has launched the "Smart Parent Net" website to enable parents' easy access to information on supporting physical and psychological development of students for which articles and video clips on making school choices and life planning are available to help parents understand their children's development and needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB289

(Question Serial No. 3463)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The amount of subsidy is currently calculated on a co-payment basis between the Government and parents. The additional subsidies for kindergartens (KGs) offering whole-day (WD) and long whole-day (LWD) services are 30% and 60% of the basic half-day unit subsidy respectively. Will the Administration increase the additional subsidy for KGs offering WD and LWD services to meet the needs of working parents?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 316)

Reply:

The Government has all along attached great importance to kindergarten (KG) education and put in substantial resources to provide high quality, affordable and diversified KG education for students. The Education Bureau has implemented the Kindergarten Education Scheme (the Scheme) starting from the 2017/18 school year to provide KGs joining the Scheme (Scheme-KGs) with direct subsidy. 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. In principle, the Government subsidies should be sufficient for Scheme-KGs to provide free quality half-day (HD) KG education services. In the 2022/23 school year, about 90% of HD KGs are free of charge. As for whole-day (WD) and long whole-day (LWD) KG services, existing evidence from researches and studies precludes drawing conclusions that WD programmes are more favourable to young children than HD programmes. Studies show that family education plays a crucial and complementary role in shaping young children. A HD programme can achieve the requirements of the curriculum and allow relatively more family time for young children to play and interact with their family in a less-structured and more relaxing setting to nurture their bonding and sense of security. Although many countries offer WD services for parents as an option, it is not a common practice internationally to provide free WD KG services for all children from 3 to 6 years of age.

Having considered the developmental needs of children and overseas practices, we are of the view that the basic tenet of the Scheme is that the Government's subsidies to each eligible KG would be sufficient for it to provide quality HD services according to the standards prescribed by the Government. Notwithstanding that, to facilitate parents to join the workforce, we provide additional subsidies for eligible KGs offering WD and LWD services on a co-payment basis between parents and the Government. The additional subsidies for WD and LWD places are set at 30% and 60% of the basic HD unit subsidy respectively. As the Government has provided additional subsidy, school fees for WD KGs are maintained at a low level. Taking the 2022/23 school year as an example, the median school fee for WD classes is \$890 per instalment.

Families with financial needs may apply for fee remission under the KG and Child Care Centre Fee Remission Scheme (Fee Remission Scheme) and the Grant for School-related Expenses administered by the Student Finance Office to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under the Fee Remission Scheme has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective HD and WD Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees. In view of the foregoing, we do not have plans to further increase subsidy for WD and LWD KG services at this stage.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3464)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Administration provide resources and support to encourage kindergartens to develop more play-based classes with a focus on aesthetics/arts? If yes, please provide the relevant details and estimated expenditure. If no, what are the reasons? Moreover, will the Administration offer parent education to enhance parents' understanding of "learning through play"? If yes, please provide the relevant details and estimated expenditure. If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 317)

Reply:

The Education Bureau (EDB) has all along been adopting diversified approaches to provide children with integrated and comprehensive learning experiences (including play and aesthetics/arts). For example, EDB organises professional development programmes for kindergarten (KG) principals and teachers, and produces relevant learning and teaching resources to help them acquire the teaching strategies of connecting various learning areas with real-life themes, and putting the concepts and implementation methods of learning through play into practice. Moreover, to align with the latest development of education and address children's learning needs, EDB has provided KGs with diversified school-based support services, covering various areas such as "promoting learning through free play", "cultivating children's exploratory spirit (nature and living)" and "implementing diversified arts activities". The services also seek to enhance KG teachers' professional capability through collaborative lesson planning, lesson observation, post-lesson discussion, etc. The expenditures involved in the above work are subsumed under EDB's recurrent expenditure, hence a breakdown is not available.

On enhancing parents' understanding of "learning through play", starting from the 2018/19 school year, EDB has been commissioning tertiary institutions to organise territory-wide parent education talks annually, including talks/workshops to enhance parents' understanding of "learning through play", such as "Learning starts from play", "Diligence brings rewards, but play also has benefits" and "Promoting young children's learning through sensory

stimulation and play: A parent-child sensory game workshop”, so that parents will learn how to support children’s learning and healthy development in both physical and psychological aspects through playing. Moreover, starting from the 2020/21 school year, EDB has been organising seminars on “learning through play”, entitled “Exposing the myths of play”, for parents of non-Chinese speaking students. Links to the videos, presentation slides and parent tips have been uploaded to EDB’s website. In the 2023/24 school year, EDB will continue to organise parent education talks/workshops on promoting “learning through play”. As relevant estimates and expenditures are subsumed under EDB’s recurrent expenditure, no breakdown is available.

EDB, in collaboration with the Agriculture, Fisheries and Conservation Department, is also capitalising on the resources of the Lions Nature Education Centre and the Hong Kong Wetland Park to set up KG education resource centres for young children to explore nature. In addition, EDB is constructing a KG education centre in Siu Sai Wan to provide a conducive environment for children to learn through play and free exploration activities.

Besides, starting from the 2023/24 school year, EDB will provide additional grants to all KGs joining the Kindergarten Education Scheme to help them make good use of community resources and facilities to facilitate the organisation of more experiential learning activities outside classroom for students to further enhance the quality of KG education. The estimated total provision is around \$27 million. Relevant details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB291

(Question Serial No. 3465)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

To dovetail with the Kindergarten Education Scheme, will measures be implemented to address the needs of working parents and enhance communication with parents? If yes, what are the details and estimated expenditures involved? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 318)

Reply:

The Education Bureau (EDB) has launched the “Smart Parent Net” website to enable parents’ easy access to information on supporting students’ physical and psychological development, including parent-child relationship, character development, parenting skills and emotional management of parents. EDB will continue to develop a variety of online resources on parent education to address the needs of working parents. Meanwhile, the Parent-Teacher Associations (PTAs) of schools and the Federations of PTAs may apply for the Home-School Co-operation Grants to organise programmes or activities that promote co-operation and communication among parents and schools.

Besides, EDB launched the Curriculum Framework on Parent Education (Kindergarten) (the Framework) in September 2021. Kindergartens (KGs) and related organisations are encouraged to make reference to the Framework when designing relevant programmes or activities, so that parents can learn in a more systematic manner the necessary knowledge and skills for nurturing their children. Also, in the 2021/22 school year, EDB provided KGs joining the KG Education Scheme with an additional one-off subsidy of \$90,000 to \$100,000 to encourage them to kick start the organisation of structured parent education programmes, establish PTAs, and set up or enhance a designated “Resources for Parents” webpage on their school websites in the next five years. The total funding involved is about \$69 million. To facilitate KGs’ effective implementation of structured and quality school-based parent education programmes, EDB has liaised with post-secondary institutions and sponsoring bodies of KGs with experience to design and provide structured parent education programmes

for KGs. EDB will also actively promote and support the establishment of PTAs in KGs in order to foster co-operation among parents and teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB292

(Question Serial No. 3466)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Will the Administration strengthen parent education to help parents understand the purpose of kindergarten education and enhance their understanding of children's development and learning needs, so that they will not go overboard and inadvertently harm their children's learning? If yes, please provide the details. If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 319)

Reply:

Parents play a vital role in their children's development and learning. The Education Bureau (EDB) has all along been supporting home-school co-operation, forging home-school partnership and promoting parent education through schools (including kindergartens (KGs)). The Education Commission established the Task Force on Home-School Co-operation and Parent Education (Task Force) and submitted its report to EDB in April 2019, giving recommendations on further promoting home-school co-operation and parent education. EDB has fully accepted the recommendations of the Task Force and taken forward and implemented the following measures for KGs –

(i) **Implementing Positive Parent Campaign:** EDB has been running the territory-wide Positive Parent Campaign since 2020, which promotes parent education through extensive and diversified channels to foster parents' positive thinking and proper ways and attitudes of raising children. The objective is to foster a positive mindset among parents in nurturing their children, with a view to helping their children learn effectively and grow happily. Starting from the 2020/21 school year, EDB has organised a number of competitions and activities, including the Mascot Design Competition, Naming Competition for the Family Members of Our Ambassadors "Mommy Light" and "Daddy Light", and Video Production Competition on Parent Education "Light Up a Bright Future with Your Child". In the 2022/23 school year, EDB has also organised the "Play with Your Children Day" and activities under "Playtime with Children" series, including "Call for Action: Sharing of Parent-Child Games", the "Playtime with Children" Parents' Action Handbook and the "Playtime with Children" board game". Besides, Announcements in the Public Interests

have been produced to enhance the understanding of positive parent education among parents, students and teachers.

(ii) Developing curriculum frameworks on parent education: To enable parents to learn in a more systematic manner the necessary knowledge and skills for nurturing their children, EDB has commissioned a post-secondary institution to develop the curriculum frameworks on parent education by phases. The Curriculum Framework on Parent Education (Kindergarten) was introduced in September 2021.

(iii) Territory-wide parent education programmes: EDB will commission tertiary institutions or organisations to organise parent education programmes for parents of KG students with reference to the curriculum framework on parent education, and develop e-learning resources to help parents foster the healthy and happy growth of their children since early childhood.

(iv) School-based parent education programmes: In the 2021/22 school year, EDB provided KGs joining the Kindergarten Education Scheme with an additional one-off subsidy of \$90,000 to \$100,000 to encourage them to kick start the organisation of structured parent education programmes, establish Parent-Teacher Associations, and set up or enhance a designated “Resources for Parents” webpage on their school websites.

To review the effectiveness of the activities and programmes, EDB gauges participants’ views by requiring contractors and organisers to conduct surveys and submit evaluation reports. The feedback from participants is generally positive. EDB will continue to review the implementation and effectiveness of the measures.

Besides, EDB also provides support to the Committee on Home-School Co-operation in organising activities and seminars for parents to equip them with the knowledge necessary for helping their children grow and develop, enhance their parenting skills, and help them in identifying early signs of children’s emotional problems as well as fostering positive thinking in their children. EDB has also launched the “Smart Parent Net” website (website: www.parent.edu.hk/en/home) to enable parents’ easy access to information on supporting physical and psychological development of students, which includes parent-child relationship, character development, parenting skills and emotional management of parents.

- End -

CONTROLLING OFFICER'S REPLY

EDB293

(Question Serial No. 3469)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to various universities, The Education University of Hong Kong, the Vocational Training Council, adult education providers, and all secondary schools, primary schools, kindergartens and special schools in the categories of government, aided, Direct Subsidy Scheme, caput, international schools and schools under the English Schools Foundation, as well as the unit cost of each subsidised place from 2017-18 to 2022-23.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 322)

Reply:

The respective financial provisions under the General Revenue Account and unit costs for the 5 financial years from 2018-19 to 2022-23 are set out in the **Annex**.

Respective Financial Provisions under the General Revenue Account and Unit Costs ¹

Category of Subventions ²	Financial Provision					Unit Cost				
	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23
	Actual \$ million	Actual \$ million	Actual \$ million	Actual \$ million	Revised Estimate \$ million	Actual \$	Actual \$	Actual \$	Actual \$	Revised Estimate \$
Kindergartens and Kindergarten-cum-child care centres under the Pre-primary Education Voucher Scheme ³	21	4	-	-	-	N/A	N/A	N/A	N/A	N/A
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	6,041	6,394	6,398	6,322	5,715	45,082	48,372	49,641	51,680	50,530
Government primary schools ⁴	1,395	1,521	1,548	1,578	1,666	76,638	82,873	84,766	87,131	94,070
Aided primary schools	17,274	19,619	20,540	20,467	20,985	63,449	70,863	74,094	74,352	77,450
English Schools Foundation junior schools ⁵	75	59	42	24	17	23,471	25,712	31,243	57,776	N/A
Primary schools under the Direct Subsidy Scheme	963	1,089	1,151	1,142	1,162	61,313	67,729	71,537	72,232	74,810
Government secondary schools ⁴	1,690	1,786	1,795	1,841	1,908	87,400	92,049	91,933	92,609	95,340
Aided secondary schools	22,434	23,993	24,634	24,556	24,684	86,686	93,825	96,184	95,193	95,020
Caput schools	100	110	110	109	109	80,591	89,176	86,797	88,048	87,960
English Schools Foundation secondary schools	172	174	173	173	158	29,273	29,572	29,375	29,345	29,590
Secondary schools under the Direct Subsidy Scheme	3,247	3,599	3,656	3,613	3,530	71,049	78,062	80,595	81,016	80,550
Aided special schools	2,684	2,978	3,209	3,305	3,505	298,981	325,579	342,186	345,455	361,680
Vocational Training Council ⁶	2,665	2,837	2,783	2,817	2,893	98,400	102,300	107,700	115,300	123,000
University Grants Committee-funded Universities (including The Education University of Hong Kong) ⁷	19,678	20,923	21,441	21,380	21,845	257,996	268,693	275,051	275,023	280,740

Notes:

1. To ensure quality and timely response to the question, we only provide the relevant information for the past 5 years.
2. There is no direct government funding allocated to adult education providers. Students taking courses under the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.
3. Calculation of unit cost is not applicable to this item as the financial provision is used for subsidising students to pay school fees to kindergartens under the Pre-primary Education Voucher Scheme (PEVS), but not for granting subventions to the kindergartens. The PEVS was gradually replaced by the Kindergarten Education Scheme (KES) starting from the 2017/18 school year. With effect from the 2019/20 school year, there were no eligible classes or eligible students under the PEVS any more.
4. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 – Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
5. According to the arrangements agreed between the Government and the English Schools Foundation (ESF), the annual recurrent subvention provided by the Government for the ESF's mainstream junior and secondary schools will be phased out progressively in 13 years starting from the 2016/17 school year until the 2028/29 school year (i.e. subvention starting to phase out from the 2016/17 school year and the 2022/23 school year for junior and secondary schools respectively), but the subvention for rates and Government rent and students with special educational needs (SEN) will remain unchanged for the time being. Starting from the 2021/22 school year, apart from a small number of subsidised special education school places, the Government has completely phased out the subvention provided for ordinary school places in ESF's junior schools. Therefore, the unit cost is not applicable starting from the 2022-23 financial year.
6. The financial provision for the Vocational Training Council (VTC) covers the vocational and professional education and training courses at higher technician, technician and craft levels offered by the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College and other training institutes of the VTC. The unit costs are calculated on an academic year and a full-time-equivalent basis.

7. Subventions to individual universities under Head 190: University Grants Committee are as follows –

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	2,538	2,695	2,764	2,739	2,683
Hong Kong Baptist University	1,250	1,331	1,365	1,335	1,369
Lingnan University	439	458	486	473	490
The Chinese University of Hong Kong	4,350	4,643	4,677	4,687	4,835
The Education University of Hong Kong	906	968	1,014	987	1,031
The Hong Kong Polytechnic University	3,247	3,467	3,511	3,480	3,568
The Hong Kong University of Science and Technology	2,453	2,585	2,637	2,637	2,679
The University of Hong Kong	4,495	4,777	4,986	5,042	5,190
Total*	19,678	20,923	21,441	21,380	21,845

* *The sum of figures may differ slightly from the total due to rounding.*

The non-recurrent funding is not included. The unit cost figures are calculated based on funding cost on an academic year and a full-time-equivalent basis. As universities may over-enroll under the mechanism, the unit cost for the 2018/19 to 2022/23 academic years is calculated based on the actual student number with over-enrollment.

- End -

CONTROLLING OFFICER'S REPLY**EDB294****(Question Serial No. 3320)**

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

How many eligible students are receiving financial assistance under the Kindergarten and Child Care Centre Fee Remission Scheme?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 173)

Reply:

The numbers of students in receipt of financial assistance under the Kindergarten and Child Care Centre Fee Remission Scheme in the past 5 school years are tabulated below:

School year	Number of beneficiaries*
2018/19	24 964
2019/20	25 640
2020/21	26 151
2021/22	24 918
2022/23 (as at 31 January 2023)	21 024

* The number of beneficiaries does not include students who passed the means test but did not need to pay school fees under the kindergarten education scheme.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3518)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Innovation and Technology Commission indicated in the relevant Programme that it administered the STEM Internship Scheme to provide allowance to Science, Technology, Engineering and Mathematics (STEM) students studying in universities funded by the University Grants Committee (UGC) to undertake short-term full-time internships in innovation and technology-related work. In this connection, please inform this Committee of the target groups, manpower and expenditure involved with respect to the measures on promoting STEM education by UGC-funded universities in the past 3 years.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 30)

Reply:

Nurturing more STEM talents for Hong Kong has become a focus for the development of the University Grants Committee (UGC)-funded sector in recent years. In the past 3 academic years (i.e. the 2019/20 to 2021/22 academic years), an average of 25 000 local students (in full-time equivalent term) per year were studying in UGC-funded STEM-related undergraduate programmes. Moreover, the universities organise diversified activities outside classrooms from time to time to enrich the STEM exposure of students pursuing different programmes, such as conducting exchanges and collaborations with research institutions, arranging study tours and encouraging students to participate in start-ups, etc. Under the prevailing arrangement, the Government provides recurrent funding to the 8 UGC-funded universities in the form of a block grant. Universities may, under the principle of institutional autonomy, flexibly deploy the block grant for different programmes and academic activities. The breakdown of expenditure on promoting STEM education in the past 3 years is therefore not available.

In addition, the UGC introduced the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) on a pilot basis for 5 cohorts starting from the 2020/21 academic year to offer fellowships to local students pursuing eligible taught postgraduate programmes in the 8

UGC-funded universities. The TPgFS aims to attract more meritorious local students to pursue further studies in priority areas conducive to the development of Hong Kong, and to encourage universities to introduce more innovative and multi-disciplinary programmes that are beneficial to the society. The TPgFS covers numerous STEM-related programmes, such as engineering, fintech and data science, etc. Funding for the TPgFS is provided on top of the block grant and the fellowship amount in respect of STEM-related programmes in the first 3 cohorts of the TPgFS is around \$160 million.

- End -