

## Index Page

### Replies to initial written questions raised by Legislative Council Members in examining the Estimates of Expenditure 2022-23

**Director of Bureau : Secretary for Education**

**Session No. : 18**

**Consolidated e-file name : EDB-1-e1.docx**

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<a href="#">EDB001</a>	0650	CHAN Hoi-yan	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB002</a>	0651	CHAN Hoi-yan	156	(5) Special Education
<a href="#">EDB003</a>	0575	CHAN Man-ki, Maggie	156	(8) Policy and Support
<a href="#">EDB004</a>	0340	CHEN Chung-nin, Rock	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB005</a>	0300	CHEUNG Kwok-kwan	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies
<a href="#">EDB006</a>	0301	CHEUNG Kwok-kwan	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB007</a>	0302	CHEUNG Kwok-kwan	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB008</a>	0360	CHEUNG Yu-yan, Tommy	156	(8) Policy and Support
<a href="#">EDB009</a>	0241	CHOW Man-kong	156	(2) Pre-primary Education
<a href="#">EDB010</a>	0402	CHU Kwok-keung	156	(2) Pre-primary Education
<a href="#">EDB011</a>	0403	CHU Kwok-keung	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB012</a>	0404	CHU Kwok-keung	156	(5) Special Education
<a href="#">EDB013</a>	0454	CHU Kwok-keung	156	(2) Pre-primary Education
<a href="#">EDB014</a>	0455	CHU Kwok-keung	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB015</a>	0457	CHU Kwok-keung	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB016</a>	0458	CHU Kwok-keung	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
<a href="#">EDB017</a>	0459	CHU Kwok-keung	156	(6) Other Educational Services and Subsidies
<a href="#">EDB018</a>	0221	HO Kwan-yiu, Junius	156	(6) Other Educational Services and Subsidies
<a href="#">EDB019</a>	0699	KOON Ho-ming, Peter Douglas	156	(2) Pre-primary Education (3) Primary Education

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
				(4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
<a href="#">EDB020</a>	0700	KOON Ho-ming, Peter Douglas	156	(6) Other Educational Services and Subsidies
<a href="#">EDB021</a>	0701	KOON Ho-ming, Peter Douglas	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB022</a>	0816	KWOK Ling-lai, Lillian	156	(6) Other Educational Services and Subsidies
<a href="#">EDB023</a>	0817	KWOK Ling-lai, Lillian	156	(1) Director of Bureau's Office
<a href="#">EDB024</a>	0818	KWOK Ling-lai, Lillian	156	-
<a href="#">EDB025</a>	0822	KWOK Ling-lai, Lillian	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB026</a>	0825	KWOK Ling-lai, Lillian	156	(3) Primary Education (4) Secondary Education (5) Special Education
<a href="#">EDB027</a>	0563	LAM Chun-sing	156	(4) Secondary Education
<a href="#">EDB028</a>	0732	LEUNG Hei, Edward	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB029</a>	0810	LEUNG Man-kwong	156	(4) Secondary Education (6) Other Educational Services and Subsidies
<a href="#">EDB030</a>	0532	LEUNG Mei-fun, Priscilla	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
<a href="#">EDB031</a>	0533	LEUNG Mei-fun, Priscilla	156	(4) Secondary Education (7) Post-secondary, Vocational and Professional Education
<a href="#">EDB032</a>	0680	LEUNG Tsz-wing, Dennis	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB033</a>	0681	LEUNG Tsz-wing, Dennis	156	(4) Secondary Education (7) Post-secondary, Vocational and Professional Education
<a href="#">EDB034</a>	0682	LEUNG Tsz-wing, Dennis	156	(8) Policy and Support
<a href="#">EDB035</a>	0695	LEUNG Yuk-wai, Kenneth	156	(6) Other Educational Services and Subsidies
<a href="#">EDB036</a>	0696	LEUNG Yuk-wai, Kenneth	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB037</a>	0915	LUK Chung-hung	156	(6) Other Educational Services and Subsidies
<a href="#">EDB038</a>	0618	LUK Hon-man,	156	(8) Policy and Support

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
		Benson		
<a href="#">EDB039</a>	0657	LUK Hon-man, Benson	156	(6) Other Educational Services and Subsidies
<a href="#">EDB040</a>	0658	LUK Hon-man, Benson	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB041</a>	0335	MA Fung-kwok	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB042</a>	0583	NG Chau-pei, Stanley	156	(6) Other Educational Services and Subsidies
<a href="#">EDB043</a>	0587	NG Chau-pei, Stanley	156	(2) Pre-primary Education
<a href="#">EDB044</a>	0716	TAN Yueheng	156	(8) Policy and Support
<a href="#">EDB045</a>	0717	TAN Yueheng	156	(6) Other Educational Services and Subsidies
<a href="#">EDB046</a>	0294	TANG Fei	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB047</a>	0319	TANG Fei	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB048</a>	0320	TANG Fei	156	(6) Other Educational Services and Subsidies
<a href="#">EDB049</a>	0410	TANG Fei	156	(3) Primary Education (4) Secondary Education
<a href="#">EDB050</a>	0411	TANG Fei	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
<a href="#">EDB051</a>	0412	TANG Fei	156	-
<a href="#">EDB052</a>	0547	TANG Fei	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies
<a href="#">EDB053</a>	0466	TIEN Puk-sun, Michael	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
<a href="#">EDB054</a>	0856	TIK Chi-yuen	156	(2) Pre-primary Education
<a href="#">EDB055</a>	0857	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
<a href="#">EDB056</a>	0906	WONG Yuen-shan	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">EDB057</a>	0443	YIM Kong	156	(6) Other Educational Services and Subsidies
<a href="#">EDB058</a>	0317	YIU Pak-leung	156	(6) Other Educational Services and Subsidies
<a href="#">EDB059</a>	0203	YUNG Hoi-yan	156	(5) Special Education

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<b>WFSFAA</b>				
<a href="#">EDB060</a>	0456	CHU Kwok-keung	173	(1) Student Assistance Scheme
<a href="#">EDB061</a>	0123	HO Chun-yin, Steven	173	(1) Student Assistance Scheme
<a href="#">EDB062</a>	0735	TANG Ka-piu	173	(1) Student Assistance Scheme
<b>UGC</b>				
<a href="#">EDB063</a>	0242	CHOW Man-kong	190	(1) University Grants Committee
<a href="#">EDB064</a>	0731	LEUNG Hei, Edward	190	(1) University Grants Committee
<a href="#">EDB065</a>	0586	NG Chau-pei, Stanley	190	(1) University Grants Committee
<a href="#">EDB066</a>	0755	SUN Dong	190	(1) University Grants Committee

**CONTROLLING OFFICER'S REPLY**

**EDB001**

**(Question Serial No. 0650)**

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 subsidised undergraduate places provided under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), please inform this Committee:

- (i) of the numbers of subsidised places and actual intakes of various programmes under the SSSDP in the past 2 academic years, and the estimated numbers of subsidised places for these programmes in the 2022/23 academic year;
- (ii) of the criteria by which an industry can be considered as having “keen human resource demand” under the prevailing mechanism, given that it is the objective of the SSSDP to nurture talent for such industries, as well as the industries that have met or come close to meeting such criteria; and
- (iii) whether the Administration has kept the number of subsidised undergraduate places and subsidy amounts provided under the SSSDP under regular review; if so, of the details.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 6)

Reply:

(i)

Information on the designated undergraduate 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 2022/23 academic year is set out at Annex.

(ii) and (iii)

The Education Bureau, 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 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. Designated undergraduate programmes currently covered by the SSSDP fall under 10 disciplines, namely architecture and engineering, computer science, creative industries, financial technology, health care, insurance, logistics, sports and recreation, testing and certification, and tourism and hospitality. The annual subsidy amounts of the SSSDP will be adjusted in accordance with the movement of the Composite Consumer Price Index.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2020/21 academic year)  
Designated undergraduate programmes, number of subsidised places,  
actual intakes and annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology (Note 1)	30	20	42,800
	Health Care	Bachelor of Nursing (Honours)	360	360	74,600
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	18	42,800
	Computer Science	Bachelor of Science (Honours) in Computer Science	30	1	42,800
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	30	4	42,800
Hong Kong Metropolitan University (Note 2)	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	27	42,800
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	28	42,800
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	57	74,600
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note 3)	80	31	74,600
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	6	42,800
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	325	74,600
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	125	74,600
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	10	42,800
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	38	42,800
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	16	74,600
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	30	29	74,600
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	24	42,800
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	36	42,800
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	62	42,800

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	65	42,800
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	42,800
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	106	42,800
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	348	74,600
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	43	74,600
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	50	74,600
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	50	74,600
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	13	74,600
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	10	42,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	15	74,600
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 4)	60	14	42,800
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	9	42,800
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	4	42,800
	Computer Science / Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	4	42,800
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	18	74,600
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	10	74,600
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	13	42,800
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	40	7	42,800
<b>Total</b>			<b>3 056</b>	<b>2 027</b>	



- Note 1: The programme was renamed from Bachelor of Science (Honours) in Digital Entertainment to Bachelor of Science (Honours) in Digital Entertainment Technology in the 2020/21 academic year.
- Note 2: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.
- Note 3: The programme was renamed from Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art to Bachelor of Fine Arts with Honours in Imaging Design and Digital Art in the 2020/21 academic year.
- Note 4: The programme was renamed from Bachelor of Arts (Honours) in Horticulture and Landscape Management to Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management in the 2020/21 academic year.

**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**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
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
Chu Hai College of Higher Education	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 (Note 1)	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
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	30	32	76,800

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	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
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	40	11	44,100

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	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
<b>Total</b>			<b>3 200</b>	<b>2 292</b>	

Note 1: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.

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 and**  
**annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence	30	44,240
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	30	44,240
	Health Care	Bachelor of Nursing (Honours) (Note 1)	400 (Note 1)	77,040
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	77,040
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	44,240
	Computer Science	Bachelor of Science (Honours) in Computer Science	20	44,240
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	20	44,240
Hong Kong Metropolitan University (Note 2)	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	44,240
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	44,240
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	44,240
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	77,040
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	77,040
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	30	44,240
	Health Care	Bachelor of Nursing with Honours in General Health Care	385 (Note 3)	77,040
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	77,040
	Health Care	Bachelor of Science with Honours in Physiotherapy	50	77,040
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	40	44,240
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	44,240
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 4)	50	77,040
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	55	77,040

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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	44,240
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	25	44,240
<b>Total</b>			<b>3 075</b>	

Note 1: The programme is selected for the Education Bureau (EDB)'s Pilot Project on the Development of Applied Degree Programmes. The programme and its number of intake are subject to the accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and the approval by the relevant professional body.

Note 2: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.

Note 3: The number of intake is subject to the accreditation by the HKCAAVQ and/or the approval by the relevant professional body.

Note 4: The programme is selected for the EDB's Pilot Project on the Development of Applied Degree Programmes and will be 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 5: The programme is selected for the EDB's Pilot Project on the Development of Applied Degree Programmes. The programme and its number of intake are subject to the accreditation by the HKCAAVQ.

- End -

**CONTROLLING OFFICER'S REPLY****EDB002****(Question Serial No. 0651)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding training for teachers in special schools,

- (i) Please set out the total number of teachers in special schools, the number of additional staff employed and the wastage of staff in each of the past 3 school years.
- (ii) Please set out the numbers of “teachers in special schools with teacher training and special education training qualification” and “teachers in special schools without special education training qualification” among the teachers teaching in special schools in each of the past 3 school years.
- (iii) What support did the Administration provide to teachers on special education training in the past 3 school years? What was the expenditure involved?

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 7)Reply:

(i) and (ii)

The relevant figures for teachers in special schools are tabulated as follows:

School year	2018/19	2019/20	2020/21
Total number of teachers in special schools	1 872	1 950	2 022
Increase over the preceding school year	25	78	72
Number of drop-out teachers <sup>Note 1</sup>	160	130	110
Number of teachers with teacher training and special education training qualification <sup>Notes 2 and 3</sup>	1 339	1 373	1 466
Number of teachers with teacher training but without special education training qualification <sup>Notes 2 and 3</sup>	514	559	539
Number of teachers without teacher training and special education training qualification <sup>Notes 2 and 3</sup>	16	13	13



Notes:

1. Drop-out teachers refer to the teachers who were serving in special schools as at mid-September of the preceding school year but were no longer serving in any special schools as at mid-September / mid-October (for the 2020/21 school year only) of the school year concerned. Figures are rounded to the nearest ten.
2. Recognised teacher training qualifications include a local Teacher's Certificate, a local Post-graduate Diploma/Certificate in Education, a local bachelor's degree in education or equivalent. If employed by a school, a person who holds only academic qualifications but without recognised teacher training qualification may apply to be a permitted teacher of the school with application made by the school supervisor.
3. Special schools are required to plan for teachers' continuing professional development and systematically arrange them to complete the Training Course for Special School Teachers (TCSST) organised by the university under the commission of the Education Bureau (EDB), which comprises 240-hour theory-based lectures and a six-month practicum, or other equivalent training recognised by the EDB.

(iii)

In light of the training needs of teachers in special schools, the EDB has been providing the TCSST, which comprises 240-hour theory-based lectures and a six-month practicum, starting from the 2012/13 school year. To support schools in arranging teachers to attend the TCSST in a systematic manner, regular teachers of aided special schools attending the course are granted paid study leave, and schools are provided with a supply teacher grant for hiring supply teachers accordingly. The actual expenditure on the TCSST was about \$5.3 million and \$5.5 million for the 2018/19 and 2019/20 school years respectively. In the 2020/21 school year, the number of training places was nearly doubled and the actual expenditure was increased correspondingly to \$10.8 million.

In addition, the EDB organises various professional development activities for teachers in special schools on an ongoing basis, including seminars, workshops and experience sharing sessions. The EDB also provides aided special schools with regular updates on the training profiles of their teachers to facilitate their planning for teachers' continuing professional development.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB003**

**(Question Serial No. 0575)**

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:

To further help schools promote national education, national security education, as well as media and information literacy education, the Quality Education Fund (QEF) has provided additional resources for application by schools and kindergartens (KG) joining the KG education scheme to implement activities for the promote thereof. In this connection, please advise of the following:

- (1) the resources and manpower deployed by the Education Bureau (EDB) in the past 3 years to take forward the promotion of national education, national security education, as well as media and information literacy education in schools; and
- (2) whether the EDB will deploy additional resources and manpower in the coming 3 years to encourage more schools for the promotion thereof, as well as expediting the approval process of the relevant QEF programmes? If yes, what are the details?

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 10)

Reply:

(1) and (2)

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development in different aspects, the Constitution and the Basic Law, and the aspects of national security education (NSE), etc. 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. The Education Bureau (EDB) has been adopting a wide array of measures with a "multi-pronged and co-ordinated" approach to promote national education, NSE and media and information literacy education, which include providing curriculum guides, developing learning and teaching resources, disbursing different subsidies, offering training for teachers, and organising life-wide learning activities for students, etc., to support schools' effective planning and promotion of national education, NSE as well as media and information literacy education within and beyond the classroom. Thus, teachers and students can gain

a better understanding of our country's development, as well as the importance of national security and develop a sense of national identity. Students are also guided to distinguish the authenticity of information, think critically, and uphold positive values, attitudes and proper behaviours.

### Curriculum development

Over the past 3 years, the EDB has continuously strengthened national education, the aspects of NSE as well as media and information literacy education. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two from the 2021/22 school year, enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the holistic planning of and the whole-school involvement in promoting NSE, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for schools' reference. The senior secondary Citizenship and Social Development (CS) has replaced Liberal Studies starting from Secondary Four in the 2021/22 school year. The content of the CS curriculum is closely related to our country's development, which aims to facilitate students' comprehensive and accurate understanding of topics relating to our country, the Constitution, the Basic Law, as well as the national flag, the national emblem, the national anthem and national security; and to cultivate their sense of national identity. In 2021, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together. It is stated in the *Pilot Version* that nurturing students' media and information literacy is an essential part of values education. In addition, the EDB is now updating the learning framework on "Information Literacy for Hong Kong Students", so that schools can strengthen the relevant information literacy learning elements in 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, the EDB has been providing a variety of learning and teaching resources on national education and NSE. These include online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", and online games, etc. Moreover, the newly developed "National Education One-stop Portal", which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of relevant learning and teaching resources by teachers and students. To support teachers in promoting media and information literacy education in

class, the EDB has produced the “life event” exemplars, covering topics including “be careful of whom you meet online”, “avoiding the internet traps”, and “learn more about content farm”. In the meantime, the EDB, through the funding programmes of the Quality Education Fund (QEF), provided additional funding for schools’ application to conduct school-based activities to strengthen national education, NSE as well as media and information literacy education.

### Training for teachers

The EDB continues to arrange different modes of training activities for teachers. In promoting national education and NSE, the EDB organised the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, Online Knowledge Enrichment Programmes on “Understanding Our Country” and “NSE”, and workshops on national flag raising ceremony, etc. The EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop. Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. The EDB has also continued to enhance teachers’ knowledge and skills in the planning of media and information literacy education, for example, by organising online courses for teachers. In 2021, the EDB conducted guided tours of the Hong Kong News-Expo in collaboration with the Journalism Education Foundation, and organised the “Media and Information Literacy Activities Highlights” to brief schools on how to make effective use of the QEF and Life-wide Learning Grant in planning and arranging relevant education activities for teachers and students at the school-based level.

### Life-wide learning activities

The EDB also organises diversified student activities on an ongoing basis, such as the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, the Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, the Chinese Classic Sayings campaign, the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on National Security, the Online Quiz Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities was overwhelming. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar. As regards cultivating students’ media and information literacy, the EDB has worked proactively with other government departments and various stakeholders (e.g. Journalism Education Foundation) to organise student activities in guiding them to distinguish the authenticity of information, develop critical thinking skills and strengthen values education.

Upon easing of the epidemic situation and resumption of quarantine-free travel, the EDB will also continue to organise Mainland exchange programmes for students, covering diverse themes and different destinations, and subsidise those organised by schools to enable 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

EDB's expenditure/estimated expenditure on organising and subsidising Mainland exchange programmes for secondary and primary school students from the 2019/20 to 2022/23 school years are as follows:

School year	Expenditure (\$ million) <sup>@</sup>
2019/20	14.9
2020/21 <sup>#</sup>	0
2021/22 <sup>+</sup>	0
2022/23 <sup>++</sup>	115.0

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes for students are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figure revised from last year's estimate

<sup>+</sup> Provisional figure

<sup>++</sup> Estimated figure (comparable to the estimate before the epidemic)

### Administration and education guidelines

The EDB has provided schools with detailed administration and education guidelines on safeguarding national security and promoting NSE. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures in these regards. The EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on implementation of the related measures through school visits and daily communications with schools. The 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.

### Resources

Apart from the Mainland exchange programmes for students, the expenditures and estimates on the above items are subsumed under the EDB's recurrent expenditure, and no breakdown is available. To further support schools to promote national education, NSE as well as media and information literacy education, the 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 joining the kindergarten education scheme may apply for funding of not exceeding \$150,000 to step up measures to promote national education and NSE. Under the enhancement measure, the QEF has further streamlined the approving procedures to enable schools to receive the funding as early as possible to implement the project activities.

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

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB004**

**(Question Serial No. 0340)**

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 Education Bureau (EDB) provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions through the Mainland University Study Subsidy Scheme (MUSSS). The EDB also implements the cross-sectoral Qualifications Framework, which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels. In this connection, please advise this Committee of the following:

- (1) The number of applications for the MUSSS; the respective numbers of students receiving full-rate, half-rate and non-means-tested subsidies; the amount of subsidies involved; and the names of institutions attended by these students in each of the past 3 years.
- (2) Whether the Administration has plans to help needy Hong Kong students pursue studies in the Mainland amid the COVID-19 epidemic. Please provide the related estimates if there are such plans.
- (3) The numbers of Hong Kong students pursuing studies in Mainland higher education institutions and those who have returned to Hong Kong to work or pursue further studies (postgraduate programmes) upon graduation in the past 3 years.
- (4) The number of applications submitted by holders of Mainland qualifications to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for qualifications assessments, and the percentages of the qualifications concerned that were assessed as comparable and not comparable to the level of their counterparts in Hong Kong in the past 3 years.
- (5) Despite the ever closer contacts between Hong Kong and Mainland cities in the Greater Bay Area, professionals face a barrier to entry caused by variations in the certification of professional qualifications in the 2 places. In this regard, what is the latest development in enhancing mutual recognition and articulation of professional qualifications (in such fields as finance, innovation and technology, medicine, Chinese medicine, dentistry, pharmacy, rehabilitation therapy, nursing, architecture, accounting, social work and legal services) between Hong Kong and the Mainland?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 1)

Reply:

(1) and (2)

In the 2019/20, 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) are \$16,800, \$8,400 and \$5,600 respectively. The number of applicants and student beneficiaries as well as the amount of subsidy disbursed are tabulated below:

Academic Year	2019/20	2020/21	2021/22 (As at early March 2022)
Total no. of applicants	3 484	4 277	4 886
Total no. of student beneficiaries	3 218	3 844	3 455*
Amount of subsidy disbursed (\$)	41 million	49 million	45 million@

\* About 1 400 applications for the 2021/22 academic year are currently being processed. About 4 400 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$56 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 Government will continue to subsidise local students pursuing further studies on the Mainland through MUSSS.

(3)

According to the information from the Ministry of Education,, as at January 2020, February 2021 and January 2022, 16 228, 16 562 and 18 430 Hong Kong students were studying in the higher education institutions and research institutes on the Mainland respectively. The Government does not compile statistical data on the number of Hong Kong students pursuing studies on the Mainland and those who have returned to Hong Kong to work or pursue further studies upon graduation.

(4)

The number of qualifications assessments made by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in response to applications submitted by holders of Mainland qualifications, and the percentage share of the qualifications concerned assessed as comparable to the level of their counterparts in Hong Kong in the past three years are set out below:

Year	Number of qualifications assessments made by the HKCAAVQ in response to applications submitted by holders of Mainland qualifications	Qualifications concerned assessed as comparable to the level of their counterparts in Hong Kong (%)
2019-20	1 080	99.5%

<b>Year</b>	<b>Number of qualifications assessments made by the HKCAAVQ in response to applications submitted by holders of Mainland qualifications</b>	<b>Qualifications concerned assessed as comparable to the level of their counterparts in Hong Kong (%)</b>
2020-21	950	99.9%
2021-22 (as at end of February 2022)	1 013	99.7%

(5)

Hong Kong and the Mainland are committed to enhancing mutual recognition of professional qualifications and the access of Hong Kong professional services to the Mainland market under the framework of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). The Government also encourages professional bodies of both sides to pursue mutual recognition of professional qualifications and to foster exchanges among professional and technical talents. In respect of the professions mentioned, the latest development is summarised below:

#### Financial Services Sector

The current Agreement on Trade in Services has simplified the relevant procedures for applying for the securities and futures industry qualifications in the Mainland and Hong Kong (i.e. exemption from passing the examination on professional knowledge). In addition, the Securities Association of China (SAC) and the Asset Management Association of China (AMAC) have announced the latest measures to facilitate securities and fund professionals outside the Mainland to practise on the Mainland. Securities professionals outside the Mainland who are employed by securities firms within designated administrative regions of the Mainland and possess securities practising qualification outside the Mainland are not required to pass the examination on professional knowledge. After passing the examination on securities regulations administered by the SAC, such professionals can apply for a practising qualification with the SAC through special procedures, thereunder practice experience gained outside the Mainland can be deemed as equivalent to the relevant experience on the Mainland. Fund professionals outside the Mainland who are employed by fund companies within designated administrative regions of the Mainland and possess fund industry qualification outside the Mainland are not required to pass the examination on professional knowledge. After passing the examination on fund laws and regulations, professional ethics and business rules administered by the AMAC, such professionals can apply for fund industry qualification. In addition, relevant requirements and restrictions for Hong Kong insurance companies, Hong Kong insurance agency companies and Hong Kong insurance brokerage companies to access the Mainland market have been relaxed by virtue of the Agreement to amend the CEPA Agreement on Trade in Services that has taken effect from 1 June 2020. Moreover, the eligibility requirement on years of operating experience for Hong Kong service suppliers to establish insurance loss adjusting companies on the Mainland has also been removed, allowing the same



regulatory standards applicable to Mainland insurance loss adjusters for business recordation.

In respect of wealth management business, the Government will continue our endeavor to simplify the procedures for talents in Hong Kong and on the Mainland to obtain relevant licence / registration of the other market, and have mutual recognition of professional qualifications and examinations, to facilitate banking practitioners in Hong Kong to carry out regulated functions in the Mainland market.

### Innovation and Technology Sector

Innovation and Technology (I&T) is a diverse sector, which ranges from scientific research and development personnel to professionals participating in financing of I&T enterprises. Some of the latter are already covered by the framework of the CEPA. Meanwhile, to encourage and facilitate I&T talents in Hong Kong to establish presence and develop in the vast market of other cities of the Greater Bay Area (GBA), the Government and relevant quangos have been dedicated to offering more opportunities, including the GBA Youth Employment Scheme launched in 2021, as well as the Hong Kong Science and Technology Parks Corporation (HKSTPC)'s InnoAcademy and InnoExpress, which will commence operation within this year at HKSTPC's branch in Shenzhen.

### Medical and Healthcare Sector

At present, there is no mutual recognition for Medical and Healthcare Sector between Hong Kong and the Mainland. Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) who are Hong Kong permanent residents with Chinese citizenship are allowed to apply for and obtain the Mainland's "medical practitioner's qualification certificates" through accreditation. On the other hand, eligible registered medical practitioners, Chinese medicine practitioners, dentists and pharmacists may sit the Mainland's qualification examination. Furthermore, 12 types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologists, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland. Under the Agreement on Trade in Services signed under the framework of CEPA, Hong Kong permanent residents are allowed to apply for registration as practising pharmacists in accordance with the relevant Mainland's regulations.

### Construction Sector

Under the framework of CEPA, mutual recognition agreements have been reached between the Mainland and Hong Kong for certain professional disciplines in the construction sector. Those which are still in effect include General Practice Surveyors and Quantity Surveyors. Furthermore, to cope with the development of the GBA, the HKSAR Government and the Mainland Authorities have formulated new measures to allow consultant firms on the HKSAR Government's approved lists and the related professionals to provide services in the nine GBA Mainland cities directly

through a simple registration system. These measures have been in force in 2021 and cover five professional disciplines in architecture, engineering, surveying, planning and landscape architecture. At present, 58 enterprises and 263 professionals have completed their registrations.

### Accountant

Under the framework of CEPA, qualified members of the Hong Kong Institute of Certified Public Accountants enjoy exemption from certain examination papers when they apply for Mainland's certified public accountant uniform examination.

### Social Worker

Pursuant to the Social Workers Registration Ordinance (Cap. 505), the Social Workers Registration Board (the Board) is responsible for performing functions related to the recognition of qualifications and registration of social workers in Hong Kong. The Board currently does not have plan for enabling mutual recognition of social workers' qualifications with the Mainland. The Government will closely monitor the actual situation and review the need for mutual qualification recognition with the Mainland from time to time.

### Lawyer

The GBA Legal Professional Examination was launched in October 2020, allowing Hong Kong solicitors and barristers who have accumulated practice experience of five years or above to provide legal services in the nine Mainland municipalities in the GBA on specified civil and commercial matters (including litigation and non litigation matters) to which Mainland laws apply upon passing the examination and obtaining a lawyer's practice certificate (GBA).

The inaugural GBA Legal Professional Examination was held in July 2021, with over 650 Hong Kong legal practitioners enrolled in the examination. The examination results were also released in September 2021. After completing intensive training and passing the assessment by the Guangdong Lawyers Association, Hong Kong legal practitioners who have passed the examination can apply to the Department of Justice of Guangdong Province for the relevant lawyer's practice certificates and practise in the GBA. The second examination will be held in June 2022.

## 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
Beijing Language and Culture University	4	2	10

<b>Mainland higher institutions</b>	<b>No. of students receiving full-rate means-tested subsidy</b>	<b>No. of students receiving half-rate means-tested subsidy</b>	<b>No. of students receiving non-means-tested subsidy</b>
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 Traditional 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
East China University of Political Science and Law	5	1	9

<b>Mainland higher institutions</b>	<b>No. of students receiving full-rate means-tested subsidy</b>	<b>No. of students receiving half-rate means-tested subsidy</b>	<b>No. of students receiving non-means-tested subsidy</b>
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
<b>Total</b>	<b>1 901</b>	<b>640</b>	<b>677</b>

## 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 Chemical Technology	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
Beijing Normal University – Hong Kong Baptist University United Internal College	2	0	0

<b>Mainland higher institutions</b>	<b>No. of students receiving full-rate means-tested subsidy</b>	<b>No. of students receiving half-rate means-tested subsidy</b>	<b>No. of students receiving non-means-tested subsidy</b>
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 Traditional 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
Tsinghua University	14	4	26
Fudan University	9	1	17
Hubei University	1	0	0

<b>Mainland higher institutions</b>	<b>No. of students receiving full-rate means-tested subsidy</b>	<b>No. of students receiving half-rate means-tested subsidy</b>	<b>No. of students receiving non-means-tested subsidy</b>
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
<b>Total</b>	<b>2 280</b>	<b>785</b>	<b>779</b>



## Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution in the 2021/22 academic year  
(As at 2 March 2022)

Mainland higher education 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	2	0	2
Shanghai University of Traditional Chinese Medicine	18	3	7
Shanghai International Studies University	5	0	9
Shanghai Jiao Tong University	1	0	5
Shanghai Normal University	3	5	2
Shanghai University of Finance and Economics	2	0	5
Shanghai University of Sport	1	2	0
Shandong University	28	8	5
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	136	37	55
Central Academy of Fine Arts	2	1	3
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	4
The Central Academy of Drama	2	0	0
Central South University	4	0	4
Zhongnan University of Economics and Law	9	5	2
Renmin University of China	2	0	1
China University of Political Science and Law	20	6	20
China Conservatory of Music	1	0	0
Communication University of China	3	4	4
Tianjin University	4	0	1
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	1	0	0
Peking University	14	4	29
Beijing University of Chinese Medicine	67	16	53
Beijing Foreign Studies University	1	0	2
Beijing Institute of Fashion Technology	4	0	0
Beijing Normal University	3	3	7
Beijing Normal University, Zhuhai	2	0	1
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	4	0	10
Beijing Film Academy	1	1	1
Beijing Language and Culture University	5	2	3

<b>Mainland higher education institutions</b>	<b>No. of students receiving full-rate means-tested subsidy</b>	<b>No. of students receiving half-rate means-tested subsidy</b>	<b>No. of students receiving non-means-tested subsidy</b>
Beijing Sport University	8	2	2
Sichuan University	9	5	18
Sichuan Normal University	4	1	1
Jilin University	4	0	2
Tongji University	4	7	2
Chengdu University of Traditional Chinese Medicine	8	3	1
Shantou University	3	2	1
Jiangxi University of Traditional Chinese Medicine	3	0	0
Northwest University	3	1	0
Xian Jiaotong University	3	3	2
Southwest University	4	0	0
Southwest University of Political Science and Law	2	2	5
Southwestern University of Finance and Economics	5	0	2
Northeastern University	1	0	0
Dongbei University of Finance and Economics	1	1	1
Southeast University	1	2	2
Donghua University	8	5	1
Wuhan University	8	5	19
Wuhan University of Technology	4	1	1
Henan University	1	0	0
Southern Medical University	15	4	3
Nanjing University	2	1	8
Nanjing University of Chinese Medicine	34	9	3
Nanjing Normal University	17	6	5
Nanchang University	6	0	0
Nankai University	3	2	8
Xinghai conservatory of Music	7	2	2
Chongqing University	22	6	6
Capital Normal University	0	0	3
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	6	1	0
Zhejiang Sci-Tech University	11	3	6
Hainan University	1	0	0
Shenzhen University	9	5	3
Tsinghua University	11	4	27
Fudan University	9	1	15
Hubei University	1	0	0
Hunan University	6	1	1
Hunan Normal University	11	4	3
Huazhong University of Science & Technology	4	0	2
Central China Normal University	9	4	3

<b>Mainland higher education institutions</b>	<b>No. of students receiving full-rate means-tested subsidy</b>	<b>No. of students receiving half-rate means-tested subsidy</b>	<b>No. of students receiving non-means-tested subsidy</b>
East China University of Political Science and Law	5	1	7
East China Normal University	7	3	8
East China University Science and Technology	4	4	2
South China Normal University	13	10	7
South China University of Technology	2	1	4
Huaqiao University	369	119	4
Jimei University	4	3	0
Yunnan Normal University	5	1	0
Xiamen University	15	8	20
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	6
Jinan University	861	281	125
Fuzhou University	7	2	0
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	5	1	0
Guangzhou University of Chinese Medicine	101	46	68
Guangzhou Academy of Fine Arts	11	0	3
Guangzhou Medical University	0	2	3
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	20	5	3
Guangdong University of Technology	0	1	0
Guangdong University of Foreign Studies	5	1	3
Guangdong University of Finance	4	1	0
Guangdong University of Finance and Economics	2	0	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	6	1	3
Lanzhou University	1	0	0
<b>Total</b>	<b>2 087</b>	<b>697</b>	<b>671</b>

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB005**

**(Question Serial No. 0300)**

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:

What are 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? What is the estimated expenditure on the promotion of national education and national security education for the coming school year?

What is the number of primary and secondary students who participated in the Mainland exchange programmes and the expenditure involved in the past 5 school years?

What is the number of students who participated in the Mainland Experience Scheme for Post-secondary Students and the expenditure involved in the past 5 school years?

What is the number of teachers who participated in the Mainland professional exchange programmes and the expenditure involved in the past 5 school years?

What is the expenditure involved in stepping up training requirements for teachers, which cover professional roles, values and conduct of teachers, and education development at local, national and international levels? What is the specific plan for using the funds?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 7)

Reply:

National education is an integral part of the school curriculum, and national security education (NSE) is inseparable from national education. It is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and developments in different aspects, the Constitution and the Basic Law (BL), and NSE, etc. The Education Bureau (EDB) has been stepping up its efforts in this area 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 support schools in promoting national education within and beyond the classroom, 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, the 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. The 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. The 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.

For post-secondary institutions, the EDB respects their autonomy in curriculum design and encourages them to help students acquire a full and accurate understanding of the BL and "One Country, Two Systems" to strengthen their sense of national identity. The EDB liaises with and renders support to post-secondary institutions with regard to their statutory duty to promote NSE under the National Security Law. These institutions have organised a wide array of courses, public talks, seminars and workshops covering themes in relation to the BL, governance and politics, national education and NSE. They may continue to flexibly deploy resources to take forward the promotion, education and research on such topics as the BL, "One Country, Two Systems" and national security. 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 regular work of the EDB and the manpower and expenditure involved are subsumed under the overall estimated expenditure, a breakdown is not available.

Upon easing of the epidemic situation and resumption of quarantine-free travel, the EDB will also continue to organise Mainland exchange programmes for students, covering diverse themes and different destinations, and subsidise those organised by schools to enable 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 numbers of primary and secondary students joining Mainland exchange programmes from the 2017/18 to 2021/22 school years and the expenditures involved are as follows:

<b>School year</b>	<b>No. of students (rounded down to the nearest hundred)</b>	<b>Expenditure (\$ million)<sup>@</sup></b>
2017/18	67 000	85.4
2018/19	74 500	108.9
2019/20	8 000	14.9
2020/21 <sup>#</sup>	0	0
2021/22 <sup>+</sup>	0	0

- @ Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB
- # Actual figures revised from last year's estimates
- + Provisional figures

The numbers of students joining the Mainland Experience Scheme for Post-secondary Students from the 2017/18 to 2021/22 school years and the expenditures involved are as follows:

School year	No. of students <sup>Δ</sup>	Expenditure (\$ million) <sup>@</sup>
2017/18	2 700 <sup>&amp;</sup>	8.4
2018/19	2 200 <sup>&amp;</sup>	6.7
2019/20	700 <sup>&amp;</sup>	1.8
2020/21 <sup>#</sup>	80 <sup>*</sup>	0.6 <sup>^</sup>
2021/22 <sup>+</sup>	300 <sup>&amp;</sup>	10.4 <sup>^</sup>

<sup>Δ</sup> Covers data for the Pilot Mainland Experience Scheme for Post-secondary Students (applicable to the school years from 2017/18 to 2018/19) and Non-means-tested Mainland Experience Scheme for Post-secondary Students (applicable from the 2019/20 school year onwards)

<sup>@</sup> Manpower resources for the provision of the above scheme are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>&</sup> Rounded down to the nearest hundred

<sup>\*</sup> Rounded down to the nearest ten

<sup>^</sup> Since many institutions have suspended their exchange activities under the impact of the COVID-19 epidemic, there was a drop in the number of post-secondary students participating in exchange programmes and in the expenditure for the 2020/21 school year. While it is expected that exchange activities in the 2021/22 school year will continue to be affected by the epidemic, the EDB has earmarked funding under the Non-means-tested Mainland Experience Scheme for Post-secondary Students to encourage institutions to resume exchange activities when the situation allows.

<sup>+</sup> Provisional figures

The EDB will continue to organise various Mainland professional exchange activities for teachers (including principals) to deepen their understanding of the Mainland's latest development, thereby widening their horizons and enhancing their professional competence. Although study tours to the Mainland have to be postponed due to the epidemic, we will organise online exchange activities whenever practicable. We hope to resume on-site exchanges as soon as possible when the epidemic subsides. The numbers of teachers joining the Mainland professional exchange programmes from the 2017/18 to 2021/22 school years and the expenditures involved are as follows:

School year	No. of teachers (rounded down to the nearest ten)	Expenditure (\$ million) <sup>@</sup>
2017/18	760	5.5
2018/19	1 680	7.1
2019/20	400	5.0
2020/21 <sup>#</sup>	30	0.9
2021/22 <sup>+</sup>	680	2.5

<sup>@</sup> Manpower resources for the provision of Mainland professional exchange programmes are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates (activities were held online)

<sup>+</sup> Provisional figures (some activities may be held online)

The EDB has established and implemented the Professional Ladder for Teachers to enhance the continuing professional development of teachers. Starting from the 2020/21 school year, the EDB has provided structured training for newly-joined teachers and in-service teachers, and enhanced the arrangements of training for teachers aspiring for promotion. Specific details of the new training requirements are as follows:-

- (i) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30 hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. The core training covers teachers' professional roles, local education policies and initiatives, as well as national and international education development.
- (ii) Training for In-service Teachers: In-service 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.
- (iii) Enhanced Arrangements of Training for Promotion: The total number of required training hours remains unchanged. The training includes the Core and Elective Parts. For the Core Part, teachers must complete 30 hours of training programmes, which focus 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. For the Elective Part, teachers must undertake 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 training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the required number of hours of training in the Elective Part within 5 years prior to the 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 aforementioned core training programmes will cover the Constitution, the BL and NSE. As provision of teacher training is part of the regular work of the EDB and the manpower and expenditure involved are subsumed under the overall estimated expenditure, a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB006**

**(Question Serial No. 0301)**

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:

The Education Bureau (EDB) introduced the Values Education Curriculum Framework (Pilot Version) in November last year, with reference on promoting, through an integrative approach, anti-drug education, life education, sex education, etc. which permeate cross-curricular domains and are embedded in the curricular of various subjects. The EDB also mentioned about the strengthening of relevant information literacy learning elements in the primary and secondary curricula. Would the EDB please advise of the staff establishment and estimated expenditure involved in the efforts on these fronts?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 8)

Reply:

Cultivation of students' positive values, attitudes and behaviours has always been one of the important goals of the Hong Kong school curriculum. The Values Education Curriculum Framework (Pilot Version) (the Framework) launched in November 2021 aims to further support the promotion of values education in primary and secondary schools by meeting social changes and the development needs of students.

The education sector has been promoting values education in cross-curricular domains, including anti-drug education, life education, sex education, media and information literacy education, for years through a holistic and integrated approach. The Framework recommends schools to continue adopting diversified strategies under a "multi-pronged and co-ordinated" approach, which include teachers' teaching by words and examples, the teaching of various subjects within and beyond the classroom, life-wide learning activities, volunteer service experiences and the creation of a conducive campus atmosphere, to nurture positive values and attitudes in students, thereby enabling them to become new generations equipped with good moral character.

The Education Bureau (EDB) will continue to strengthen support for schools in promoting values education, including providing learning and teaching resources, enhancing relevant resources websites, organising professional development programmes for teachers, and arranging life-wide learning activities. The EDB will also organise parents' talks and



produce animations, posters, parent booklets, etc. to facilitate schools in taking forward parent education. As the above is part of the regular work of the EDB, relevant manpower and estimated expenditure are subsumed under the EDB's overall expenditure, hence a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB007****(Question Serial No. 0302)**

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:

Since the outbreak of the COVID-19 epidemic, face-to-face classes have frequently been suspended, and extra-curricular activities have also been put on hold. It is inevitably upsetting to students as they have to stay at home for a prolonged period of time. Likewise, the changing school conditions are also emotionally disturbing for teachers and parents. What specific support measures has the Education Bureau (EDB) taken and how effective have they been in helping students, teachers and parents stay emotionally balanced and relieved? Has the EDB considered funding further measures to tackle the issue?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 9)

Reply:

The Education Bureau (EDB) is committed to the healthy development of students, and has been assisting schools in adopting the Whole School Approach to promote mental health among students and enhance support for those with mental health needs at 3 levels, namely Universal, Selective and Indicated. At the Universal level, the EDB continuously promotes various guidance and discipline programmes, featuring adventure-based, team building and problem-solving training, to enhance students' resilience and create a caring environment where they can fully enjoy school life. The EDB also makes use of different channels, such as by launching the one-stop student mental health information website "Mental Health @ School" ([mentalhealth.edb.gov.hk](http://mentalhealth.edb.gov.hk)) in August 2021 and fully utilising the "Smart Parent Net" website ([www.parent.edu.hk](http://www.parent.edu.hk)), to disseminate a wide range of mental health information to schools and parents, with a view to taking care of students' and parents' mental health by different means. At the Selective level, to enable early identification of students with mental health needs, the EDB is committed to providing "gatekeeper" training for teachers, parents and students. Some examples include: a 60-hour thematic course offering some 200 training places for designated teachers in the 2021/22 school year; online workshops organised for around 1 500 parents of junior secondary and upper primary students; and the "Peer Power - Student Gatekeeper Training Programme" launched for secondary students. Up to the 2021/22 school year, over 500 secondary students from 26 schools have become "peer leaders". At the Indicated level, the 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 learning, social, emotional and behavioural needs of these students. Moreover, the Food and Health Bureau, in collaboration with the 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. In the 2021/22 school year, the number of participating schools has increased to 210.

Since the outbreak of the epidemic, professionals of different disciplines in a school (including guidance personnel, school social workers and school-based educational psychologists) have been providing students with appropriate emotional and psychological support. During the time when the epidemic was less severe and schools resumed half-day and/or whole-day face-to-face classes, teachers and designated school personnel would pay attention to students’ emotion and behaviour and render support as necessary. When face-to-face classes were suspended, the physical and mental health of students would be addressed through other means. For example, teachers and designated school personnel would keep in contact with, and show concern for, students through telephone and electronic communication, and find out whether they need further assistance through close observation of their performance and enhanced communication with their parents. If students are found to be emotionally disturbed, teachers will refer them to professionals, with a view to helping them cope with difficulties in studies, social interaction and/or emotional development.

The EDB maintains communication with schools and reminds them of the need to keep track of students’ learning performance and emotion and communicate with parents on a regular basis, so as to review and adjust the support strategies and initiatives at different stages. Online resources, such as psychoeducational videos, e-posters and factsheets, are issued from time to time to help parents and teachers guide the students in need to acquire more skills for home learning and social adaptation. In the 2021/22 school year, the EDB put in place more relevant measures, including organising large-scale seminars, which attracted an attendance of some 1 750 principals, guidance teachers and school social workers from 740 primary and secondary schools; conducting crisis management workshops for around 400 school personnel; providing reference materials for school-based educational psychologists in the territory to assist them in carrying out school-based professional development activities for teachers based on schools’ needs; and conducting additional online workshops for parents.

In summary, the measures suggested by the EDB and the school-based support strategies enable schools to take care of students’ emotional and mental health during the epidemic. The EDB will stay abreast of the epidemic development and seek to understand schools’ needs, in order to provide appropriate support for them.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB008**

**(Question Serial No. 0360)**

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:

To enhance support for e-learning, the Quality Education Fund has set aside \$2 billion to launch a 3-year programme, with a view to ensuring that students with limited means have equal opportunities to quality education and students from grass-roots families can continue their studies amid the epidemic. In this connection, please advise this Committee of the following:

- (1) What is the estimated average annual expenditure for the 3-year e-learning support programme? What are the expenditures involved? Please indicate the amount of resources allocated to kindergartens, primary schools, secondary schools and universities respectively.
- (2) Is there a cap on the amount of funding a school can apply for purchasing equipment such as mobile computer devices and portable Wi-Fi routers? If yes, what is the upper limit? How long does the entire approval process take? What are the administrative cost and manpower involved?
- (3) Will software support for online teaching be strengthened in the future (e.g. by enhancing cyber security)? If yes, what are the related measures and plans? What are the expenditure and manpower involved? If no, what are the reasons?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 8)

Reply:

(1) and (2)

The Quality Education Fund (QEF) has implemented a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme) starting from the 2021/22 school year. 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 QEF has reserved \$1.5 billion for this 3-year Funding Programme and it is expected to benefit some 310 000 students. The administrative expenditure involved is absorbed by the resources of the Education Bureau (EDB).

Schools may undertake the procurement procedures of the related equipment after submitting the application forms. Upon completion of the procurement procedures, schools should report to the EDB the information on the student beneficiaries and the equipment purchased for the calculation and disbursement of the required funding. In the 2021/22 school year, about 710 schools have participated in the Funding Programme so far. The applications are now being processed, and the number of student beneficiaries and details of the expenditure involved are not available for the time being.

(3)

At present, the EDB provides schools with various subsidies, such as the Composite Information Technology Grant and the Information Technology Staffing Support Grant. Schools may, having regard to the operational needs related to information technology (IT) in education, flexibly deploy the subsidies to purchase different software and hardware for online teaching, procure information security services, and strengthen the IT staffing support. In addition, the QEF has allocated \$500 million to set up the Quality Education Fund e-Learning Ancillary Facilities Programme (the Programme) in support of new e-learning initiatives. 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 Programme has been launched this school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB009**

**(Question Serial No. 0241)**

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:

For expenditure on pre-primary education, the 2022-23 estimate is 8.8% lower than the original estimate for 2021-22. The Administration explained that it was due to the decrease in number of students. With wastage rates of kindergarten teachers all reaching double digits in the 2020/21, 2021/22 and 2022/23 school years, however, will the Administration consider making use of the resources thus saved to take forward more staff retention measures, such as improving the remuneration package and benefits as well as promotion prospects for teachers, so as to enhance the quality of pre-primary education?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 8)

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 implementation of the kindergarten education scheme (Scheme) from the 2017/18 school year, government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to over \$6 billion in recent years. The amount is expected to fall slightly to \$5.8 billion in 2022-23 due to a decline in student population. In fact, it is natural that decline in KG student population leads to corresponding decline in the demand for teachers. So far we have not seen any impact of teacher wastage on the quality of teaching. 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. Recent years' statistics show that the overall wastage rates of KG teachers remain largely steady. We will keep abreast of the situation.

Under the 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 KGs joining the Scheme (Scheme-KGs) to remunerate teachers within the prescribed salary ranges, and followed up on irregular cases. Moreover, 60% of the basic unit subsidy is prescribed 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 in the salary portion exceeding the reserve ceiling will be clawed back to the Education Bureau (EDB) in order to encourage schools' optimal use of the subsidy on teachers' salaries.

On promotion of KG teachers, 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.

Recently, the EDB completed a review on the Scheme and the results were announced in August 2021. Relevant enhancement measures have been progressively implemented. 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) will be 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 will be provided in this regard. We have 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.

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**

**EDB010**

**(Question Serial No. 0402)**

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, all KGs in general have been plagued by the lack of resources. In addition, with a continuous decline in the local birth rate in recent years, coupled with the impacts of the epidemic and emigration tide, KGs have recorded a significant decrease in student enrolment and their operating conditions have become tough. In view of the further deterioration of the epidemic situation, face-to-face classes have been suspended again. Quite a number of parents have therefore applied for their children's withdrawal from KGs. Pre-nursery classes, in particular, are encountering a wave of student dropouts. Private KGs suffer the hardest hit and their income has been seriously affected. The uncertainty over the date for class resumption has put additional pressure on the operation of KGs. In this connection, would the Government please provide the following information:

- (1) By District Council district, the respective numbers of KGs that operate half-day, whole-day and long whole-day classes; the number of school places provided; the number of students and serving teachers; and the median school fee. Please also advise of the respective numbers of private independent KGs and non-profit-making KGs not participating in the KG education scheme, as well as their respective percentages in the total number of KGs in Hong Kong.
- (2) Does the Administration have a grasp of the number of students withdrawn from pre-nursery classes, or the number of pre-nursery classes thus reduced in all KGs in the territory; the number of closure confirmations received from KGs and KG-cum-child care centres and their reasons for closure; and the number of teachers and staff members thus affected since early 2020? Will more subsidies be provided for KGs to tide over the financial difficulties? Taking into account the latest development of the epidemic, will the Administration consider extending the tide-over grant for another year as a special arrangement for special circumstances to support the KG sector?

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



Reply:

(1)

The respective numbers of kindergartens (KGs) under the kindergarten education scheme (Scheme) that operate half-day (HD), whole-day (WD) and long whole-day (LWD) classes; the number of school places; the number of students and the median school fee by District Council district in the 2021/22 school year are tabulated in Annex 1. As for the number of teachers, since some of the teachers who serve in KGs providing both HD and WD services teach in both HD and WD classes, we are unable to provide the respective numbers of teachers by KGs operating HD, WD and LWD classes. The number of teachers by district are set out in Annex 2.

In the 2021/22 school year, the numbers of local private independent (PI) KGs and local non-profit-making (NPM) KGs not joining the Scheme, as well as their percentage shares in the total number of KGs in Hong Kong are as follows:

Type of KGs	KGs	
	Number	(%)
Local PI KGs*	107	(10.3%)
Local NPM KGs not joining the Scheme	24	(2.3%)

\* PI KGs are not eligible to join the Scheme.

(2)

Some KGs are attached with child care centres (CCCs) taking care of children aged below 3. Such CCCs are under the purview of the Social Welfare Department (SWD). Pre-school classes generally refer to child care services that are provided to children aged 2 to 3 by such centres. The Education Bureau (EDB) does not keep relevant information on these centres.

As regards 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 are closures of KGs owing to a variety of factors such as profitability and tenancy matters. From September 2021 to February 2022, 8 KGs are closed in or by the end of this school year, including 1 KG that has merged with another KG. Yet, in the meantime, there are 2 newly registered KGs and another 6 KGs applying for school registration. There is no abnormality observed at the moment. We do not have information regarding the number of teachers and staff members affected by school closures.

Since the implementation of the Scheme from the 2017/18 school year, government expenditures on pre-primary education has increased substantially from about \$4 billion per year previously to over \$6 billion in recent years. The amount is expected to fall slightly to \$5.8 billion in 2022-23 due to a decline in student population. The EDB has been paying close attention to the development of the COVID-19 epidemic and has provided all KGs (including KGs not joining the Scheme) with additional subsidies several times to support their anti-epidemic works and alleviate their financial difficulties under the epidemic. Details are as follows:

Date	Amount of Subsidy	Remarks
March and April 2020	(a) \$10,000 to \$15,000  (b) \$60,000 to \$160,000	(a) For procuring epidemic prevention equipment, cleaning the school premises and paying for other expenses related to epidemic prevention (b) One-off Support Grant
November 2020	\$30,000 to \$80,000	The third round of the Anti-epidemic Fund (AEF)
February 2021	\$60,000 to \$160,000	The fourth round of the AEF
January and February 2022	\$30,000 to \$80,000	The fifth round of the AEF
March 2022	(a) \$60,000 to \$160,000 (b) \$15,000 to \$22,500  (c) \$15,000  (d) \$20,000 to \$35,000	(a) The sixth round of the AEF (b) For procuring epidemic prevention equipment, cleaning the school premises and paying for other expenses related to epidemic prevention (c) Provision of one-off Grant for Procurement of Ventilation Assessment Service for KGs joining the Scheme (Scheme-KGs) (d) Provision of one-off Grant for Procurement of Air Purifiers for Scheme-KGs

Moreover, to support KGs in facilitating students' learning at home, the EDB implemented the Do It Yourself Handicraft and Learning Package Scheme for Scheme-KGs in the 2020/21 school year. Depending on KGs' sizes, they are eligible to apply for a grant capped at \$50,000 or \$80,000 to produce home-learning materials and packages for students. To encourage KG students to make good use of the time to read while learning at home, the EDB launched the Gift Book Scheme for Scheme-KGs in the 2020/21 and 2021/22 school years. The amount of grant is calculated at a rate of \$100 per student per year for KGs to purchase books as a gift for students, and implement exchange/share book schemes, to encourage students to read more.

For the tide-over grant (ToG), it aims to provide short-term additional financial support for KGs, which had more long-serving teachers with high salaries before joining the Scheme, in helping them for the transition in the early period of implementation of the Scheme. In 2017, the Government announced the extension of the 2-year ToG (the 2017/18 and 2018/19 school years) for 3 years (the 2019/20 to 2021/22 school years). During the transitional period, KGs should formulate relevant financial and staffing arrangements for migration to the new Scheme. The transitional period has lasted for a total of 5 years since the implementation of the Scheme in the 2017/18 school year and relevant KGs should have been provided with reasonable time and support to make corresponding arrangements for a smooth transition. Hence, the ToG will be ceased as scheduled in the 2022/23 school year.

**Number of Scheme-KGs, number of school places, number of students,  
and median annual school fee  
in the 2021/22 school year**

**(1) KGs operating HD classes**

<b>District</b>	<b>No. of KGs</b>	<b>No. of places</b>	<b>No. of students</b>	<b>Median annual school fee (\$)</b>
Central & Western	16	3 962	2 991	1,500
Wan Chai	8	2 675	2 006	not applicable
Eastern	40	5 199	3 671	4,000
Southern	12	1 431	949	6,500
Sham Shui Po	32	6 839	5 353	4,000
Yau Tsim Mong	11	2 426	1 951	3,400
Kowloon City	31	8 268	6 443	5,400
Wong Tai Sin	25	3 384	2 512	400
Kwun Tong	48	7 502	5 620	4,400
Tsuen Wan	24	4 730	3 554	3,000
Tuen Mun	42	7 933	6 397	6,500
Yuen Long	51	11 215	9 806	1,000
North	32	5 722	4 555	5,000
Tai Po	15	3 431	2 998	not applicable
Sha Tin	40	8 014	6 304	not applicable
Sai Kung	28	4 596	3 579	not applicable
Islands	22	2 106	1 711	1,200
Kwai Tsing	41	6 028	4 419	not applicable

**(2) KGs operating WD classes**

<b>District</b>	<b>No. of KGs</b>	<b>No. of places</b>	<b>No. of students</b>	<b>Median annual school fee (\$)</b>
Central & Western	9	494	390	10,800
Wan Chai	4	331	261	14,700
Eastern	30	1 856	1 395	10,000
Southern	10	672	569	7,100
Sham Shui Po	24	1 797	1 681	8,400
Yau Tsim Mong	4	275	244	3,600
Kowloon City	19	1 652	1 418	10,300
Wong Tai Sin	22	1 943	1 623	5,800
Kwun Tong	39	3 267	2 918	10,000
Tsuen Wan	11	795	704	11,900
Tuen Mun	33	2 236	1 921	9,000
Yuen Long	34	2 777	2 548	5,000
North	27	2 006	1 780	6,200
Tai Po	13	966	930	5,900
Sha Tin	30	2 260	2 037	9,200
Sai Kung	22	1 578	1 416	10,900
Islands	16	1 080	994	9,500
Kwai Tsing	33	2 327	2 034	6,800

**(3) KGs operating LWD classes**

<b>District</b>	<b>No. of KGs</b>	<b>No. of places</b>	<b>No. of students</b>	<b>Median annual school fee (\$)</b>
Central & Western	9	845	631	14,400
Wan Chai	6	533	430	16,600
Eastern	17	1 422	941	15,600
Southern	8	744	637	17,300
Sham Shui Po	13	1 481	1 386	15,100
Yau Tsim Mong	14	1 433	1 350	14,600
Kowloon City	15	1 592	1 230	11,700
Wong Tai Sin	17	1 607	1 423	14,200
Kwun Tong	24	2 422	1 986	13,800
Tsuen Wan	10	1 088	1 029	16,800
Tuen Mun	19	1 583	1 407	10,800
Yuen Long	18	1 827	1 770	10,200
North	10	941	831	12,200
Tai Po	9	884	871	16,900
Sha Tin	20	1 933	1 754	12,600
Sai Kung	13	1 101	999	13,400
Islands	5	452	339	6,600
Kwai Tsing	19	1 730	1 456	9,800

Notes:

1. The figures reflect the situation as at mid-September of the 2021/22 school year.
2. The figures on school places do not include vacant classrooms.
3. KGs operating LWD classes (i.e. former aided child care centres) refer to aided child care centres operated by the SWD before harmonisation of pre-primary services. They usually operate longer service hours.
4. KGs operating both HD and WD/LWD classes are concurrently counted in the respective category under HD and WD/LWD classes.
5. The figures on median school fee are rounded to the nearest hundred.
6. "Not applicable" means no KG in that District Council district collects school fee for that type of class.

**Number of teachers in Scheme-KGs  
in the 2021/22 school year**

<b>District</b>	<b>Number of teachers</b>
Central & Western	345
Wan Chai	234
Eastern	555
Southern	211
Sham Shui Po	729
Yau Tsim Mong	336
Kowloon City	746
Wong Tai Sin	536
Kwun Tong	962
Tsuen Wan	441
Tuen Mun	826
Yuen Long	1 104
North	586
Tai Po	386
Sha Tin	861
Sai Kung	524
Islands	271
Kwai Tsing	714

Note: The figures reflect the situation as at mid-September of the 2021/22 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB011**

**(Question Serial No. 0403)**

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:

With the epidemic persisting for more than 2 years, quarantine-free travel between Hong Kong and the Mainland has yet to resume, seriously affecting cross-boundary students (CBS) attending schools in Hong Kong. Some of these CBS have to stay in the Mainland and attend online lessons for a prolonged period of time. This has greatly hindered CBS' learning effectiveness and resulted in their social and emotional problems. CBS attending online lessons in the Mainland has incurred additional learning expenses, such as postage cost of textbooks and learning materials, and the cost of procuring electronic devices. In this connection, would the Government advise this Committee of:

The number of CBS in each class level who have been unable to attend classes in Hong Kong due to the epidemic since its outbreak in early 2020; the number of CBS who dropped out of school; whether the Education Bureau (EDB) would provide CBS with subsidies to alleviate their parents' financial burden; and whether the EDB would allocate additional resources to support the learning and growth needs of CBS considering that few CBS could benefit from the limited places available in learning centres in the Mainland; if yes, of the details; if no, of the reasons.

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

Reply:

Owing to the anti-epidemic measures and cross-boundary travel restrictions imposed in Hong Kong and the Mainland amid the persisting epidemic, cross-boundary students (CBS) are at present not able to travel to Hong Kong every day as usual to attend school. Some CBS thus reside in Hong Kong temporarily for schooling, while a majority of them still stay in the Mainland. The Education Bureau (EDB) has all along been concerned about the learning situation of CBS amid the epidemic and has been providing them with appropriate support as necessary. Schools have also flexibly adopted diversified learning and teaching strategies, including establishing e-learning platforms and conducting real-time online lessons, to support CBS' continuous learning at home, having regard to schools' own contexts and students' needs at different learning stages. Moreover, under the agreements

reached between individual schools and publishers, schools are authorised to upload relevant chapters of e-textbooks to e-learning platforms according to teaching and learning progress for use by those CBS who have been unable to come to Hong Kong to attend face-to-face classes. If necessary, schools may also procure textbook delivery services to assist parents of CBS in delivering textbooks to their residences in the Mainland. On assessment of learning, the EDB has assisted schools in coping with the changes flexibly so that they can arrange examinations and assessments for CBS as far as practicable. The EDB has been encouraging schools to maintain contact with CBS and their parents through different means, and reminding parents to observe and pay attention to the emotion and behaviour of students.

To cater for the learning needs as well as physical and mental development needs of CBS amid the epidemic, the EDB commissioned a service provider to offer two programmes, namely “Learning Support” and “Psychosocial Support”, in Luohu, Futian and Nanshan districts in Shenzhen from May to July 2021 for those CBS studying in primary and secondary schools in Hong Kong but residing in Shenzhen. In view of CBS’ positive response towards the aforesaid programmes, the EDB organised the two programmes again from October 2021 to January 2022 with more places to benefit more students. We are planning to provide similar programmes in Shenzhen in the second quarter of 2022. In addition, the 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 services, such as lending of learning resources and recreational facilities. Networking activities and sharing sessions have also been organised to facilitate their communication with one another.

To facilitate schools in need to make centralised arrangements of online lesson venues for their CBS, the EDB has invited the Shenzhen Municipal Education Bureau to compile a “List of venues in Shenzhen available for Hong Kong schools to hold online classes for CBS”, which was disseminated to schools for reference in November 2021. Schools may, considering school-based circumstances, students’ needs and parents’ preferences, contact the Mainland training organisations on the list to learn about their services and make procurement, if suitable, in accordance with established procedures.

All along, aided schools may, taking into account school-based circumstances and needs, make good use of the recurrent funding for operating expenses provided by the EDB, 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 (e.g. to procure mailing services for delivering textbooks and learning materials to CBS in the Mainland).

CBS may continue to enjoy various types of student financial assistance. Starting from the 2019/20 school year, the 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. Eligible students may also apply to the Student Finance Office for other assistance provided for primary and secondary students in need under various schemes. 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 and to providing 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. This is to ensure that all students will have equal opportunities in accessing e-learning. CBS with financial needs can also be benefited from this Funding Programme.

The EDB will continue to closely monitor the development of the epidemic situation, ascertain the needs of CBS and readiness of schools and take into account the views of stakeholders, so as to work out various feasible options on the appropriate learning arrangements for CBS. We will also maintain close liaison and communication with relevant Mainland authorities and HKSAR government departments, and hope that orderly arrangements can be made for CBS to attend classes in Hong Kong as soon as possible when cross-boundary travel is resumed.

The EDB does not collect data on the number of CBS who dropped out of school.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB012**

**(Question Serial No. 0404)**

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:

There are currently 62 special schools in Hong Kong, which provide educational opportunities for students with physical, sensory or intellectual disabilities, with a view to helping them develop their potentials and prepare for integration into the community. Unfortunately, special schools have long been marginalised under our education system and plagued by the lack of resources and manpower despite the important educational mission they have undertaken. In this connection, would the Government advise this Committee of the following:

- (1) the number of approved classes, number of students, staff establishment of the school section and boarding section (including residential special child care centres for children aged 2 to 6), average unit cost per school place, class-to-teacher ratio, teacher-to-student ratio, number of students waiting for admission to the boarding sections and the average waiting time for each type of special schools in the past 3 school years.
- (2) As students in special schools have different needs, supporting staff have a vital role to play. However, there is a serious shortage of specialist staff, especially teaching assistants, occupational therapists and speech therapists. In this connection, please provide details of the wastage and vacancy of specialist staff (such as school-based occupational therapists, speech therapists, physiotherapists and nurses) for each type of special schools in the past 3 years; the number of schools that have difficulties in recruiting relevant staff; and the measures which will be put in place by the Government to improve this situation.

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

Reply:

(1) and (2)

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 order for schools to better cater for the learning needs of students, special schools operate smaller classes with the number of students ranging from 8 to 15 per class. Special schools with a capacity of 60 or less are provided with 1 school social worker (SSW) and subsequently 0.5 SSW for every 30 students. In addition, special schools, depending on the types of disabilities of their students, are also provided with additional teachers, specialist staff (e.g. registered nurses, SSWs, speech therapists, occupational therapists and physiotherapists) and other supporting staff to meet the diverse educational needs of these students. In the 2022-23 financial year, the EDB's estimated expenditure on special education is over \$3.6 billion, representing an increase of 44% as compared to \$2.5 billion in the 2017-18 financial year when the current-term Government assumed office. The average unit cost of subsidy per school place in special schools is about 4 times that of ordinary primary and secondary schools. The Government has been continuously increasing the provision of resources and professional competence for special schools to enhance their quality of education. Firstly, the enhancement measures provided for ordinary schools are in principle also applicable to special schools, such as the improvement of teacher-to-class ratio, the implementation of all-graduate teaching force policy, the enhancement of the demarcation arrangements for headship rankings and the manpower provision of vice-principals in special schools. Besides, we have increased the manpower of specialist staff for different types of special schools, upgraded the ranks of warden and assistant warden on the establishment of boarding sections, improved the manning ratios and increased the subsidies for boarding sections, upgraded the ranks of occupational therapist and physiotherapist, created a nursing officer rank, given flexibility to schools to recruit nurses with psychiatric nursing training, provided schools for children with mild intellectual disability with school bus driver posts, improved the rank of school bus drivers in special schools, and allowed schools with vacancies in the posts of teacher assistant, cook, school bus driver and watchman to opt for cash grants in order to recruit corresponding temporary auxiliary staff.

The number of approved classes, number of students, staff establishments of the school section and boarding section, average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio in each type of special schools for the school years from 2018/19 to 2020/21 are set out at Annex 1. The number of students waiting for boarding service in special schools and the average waiting time for each type of special schools are set out at Annex 2. Services of special child care centres are offered by the Social Welfare Department. The EDB does not maintain information on residential special child care centres for children aged 2 to 6.

Special schools are provided with specialist staff, including occupational therapists, physiotherapists, speech therapists, occupational therapist assistants, registered nurses, educational psychologists and SSWs according to their school type. When there is a departure of specialist staff, schools will fill the vacancy by recruitment at the earliest. Special schools are also allowed to opt to flexibly freeze vacant posts of some specialist staff in exchange for cash grant so that they will have greater flexibility in recruitment or hiring related services.

**Number of approved classes, number of students,  
staff establishments of the school section and boarding section,  
average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio  
in each type of special schools from the 2018/19 to 2020/21 school years**

School type	2018/19 school year						
	No. of approved classes	No. of students (as at September 2018)	Staff establishment of the school section Note 2	Staff establishment of the boarding section Note 3	Average unit cost per school place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
<b>Visual Impairment</b>	15	110	92.6	64.8	397,500	1:2.9	1:2.6
<b>Hearing Impairment</b>	11	64	54.5	12.4	395,500	1:2.4	1:2.5
<b>Physical Disability</b>	103	907	686.4	218.7	360,000	1:2.2	1:4.0
<b>Mild Intellectual Disability</b> Note 1	223	3 218	1 013	NA <sup>Note 4</sup>	211,500	1:2.7	1:5.4
<b>Moderate Intellectual Disability</b> Note 1	215	2 040	1 010.7	187	304,500	1:2.6	1:3.7
<b>Severe Intellectual Disability</b> Note 1	100	706	619.1	319.5	389,000	1:2.1	1:3.4
<b>School for Social Development</b>	88	614	306.9	NA <sup>Note 4</sup>	220,000	1:2.2	1:3.2
<b>Hospital School</b>	33	280	92.4	NA <sup>Note 4</sup>	211,000	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.
- The staff establishment of the school section includes teaching staff, specialist staff and non-specialist staff. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Supportive Remedial Service and Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School. Specialist staff establishment includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and braille staff. Specialist services for the Hospital School are provided by hospitals. Non-specialist staff establishment includes teacher assistant, laboratory technician, workshop attendant, artisan, driver, clerical staff and janitor staff.

3. The staff establishment of the boarding section includes specialist staff and non-specialist staff. Specialist staff establishment includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse. Non-specialist staff establishment includes clerical assistant, janitor staff, cook and watchman.
4. 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 educational services to hospitalised students and does not need to provide boarding service.

**Number of approved classes, number of students,  
staff establishments of the school section and boarding section,  
average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio  
in each type of special schools from the 2018/19 to 2020/21 school years**

School type	2019/20 school year						
	No. of approved classes	No. of students (as at September 2019)	Staff establishment of the school section Note 2	Staff establishment of the boarding section Note 3	Average unit cost per school place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
<b>Visual Impairment</b>	16	119	96.2	62.8	469,500	1:2.9	1:2.5
<b>Hearing Impairment</b>	11	71	56	14.4	441,000	1:2.5	1:2.6
<b>Physical Disability</b>	103	903	693.6	220.7	397,500	1:2.3	1:3.9
<b>Mild Intellectual Disability</b> Note 1	227	3 295	1 050.3	NA <sup>Note 4</sup>	242,000	1:2.7	1:5.3
<b>Moderate Intellectual Disability</b> Note 1	220	2 103	1 050	187	339,000	1:2.6	1:3.6
<b>Severe Intellectual Disability</b> Note 1	102	712	636.7	320.5	442,500	1:2.1	1:3.2
<b>School for Social Development</b>	93	647	332.6	NA <sup>Note 4</sup>	249,000	1:2.2	1:3.2
<b>Hospital School</b>	33	351	93.9	NA <sup>Note 4</sup>	242,500	1:2.0	1:5.3

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.
- The staff establishment of the school section includes teaching staff, specialist staff and non-specialist staff. 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. Specialist staff establishment includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and braille staff. Specialist services for the Hospital School are provided by hospitals.

Non-specialist staff establishment includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.

3. The staff establishment of the boarding section includes specialist staff and non-specialist staff. Specialist staff establishment includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse. Non-specialist staff establishment includes clerical assistant, janitor staff, cook and watchman.
4. 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 educational services to hospitalised students and does not need to provide boarding service.

**Number of approved classes, number of students,  
staff establishments of the school section and boarding section,  
average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio  
in each type of special schools from the 2018/19 to 2020/21 school years**

School type	2020/21 school year						
	No. of approved classes	No. of students (as at September 2020)	Staff establishment of the school section Note 2	Staff establishment of the boarding section Note 3	Average unit cost per school place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
<b>Visual Impairment</b>	18	125	104.6	73	477,000	1:2.9	1:2.4
<b>Hearing Impairment</b>	11	63	55.7	18	446,000	1:2.5	1:2.3
<b>Physical Disability</b>	103	880	692.6	254	403,500	1:2.3	1:3.8
<b>Mild Intellectual Disability</b> Note 1	233	3 314	1 089.4	NA Note 4	251,000	1:2.8	1:5.1
<b>Moderate Intellectual Disability</b> Note 1	232	2 188	1 107.2	235.7	349,000	1:2.6	1:3.6
<b>Severe Intellectual Disability</b> Note 1	105	708	656.4	402.3	455,000	1:2.2	1:3.1
<b>School for Social Development</b>	96	572	345.1	NA Note 4	255,000	1:2.2	1:2.7
<b>Hospital School</b>	34	373	96.7	NA Note 4	241,000	1:2.0	1:5.5

Notes:

- 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.
- The staff establishment of the school section includes teaching staff, specialist staff and non-specialist staff. 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. Specialist staff establishment includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and braille staff. Specialist services for the Hospital School are provided by hospitals.



Non-specialist staff establishment includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.

3. The staff establishment of the boarding section includes specialist staff and non-specialist staff. Specialist staff establishment includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse. Non-specialist staff establishment includes clerical assistant, janitor staff, cook and watchman.
4. 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 educational services to hospitalised students and does not need to provide boarding service.

**Number of students waiting for boarding service in special schools and  
the average waiting time for each type of special schools  
from the 2018/19 to 2020/21 school years**

School type <sup>Note1</sup>	2018/19 school year		2019/20 school year		2020/21 school year	
	No. of students <sup>Note2</sup>	Average waiting time (year) <sup>Note3</sup>	No. of students <sup>Note2</sup>	Average waiting time (year) <sup>Note3</sup>	No. of students <sup>Note2</sup>	Average waiting time (year) <sup>Note3</sup>
<b>Visual Impairment</b>	1	0.2	4	0.1	0	0.1
<b>Hearing Impairment</b>	2	0.2	5	0.2	0	0.2
<b>Physical Disability</b>	19	0.2	17	0.7	0	0.2
<b>Moderate Intellectual Disability</b>	144	1.6	143	1.9	125	1.9
<b>Severe Intellectual Disability</b>	42	0.4	30	0.6	11	0.4

## 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 educational services to hospitalised students and does not need to provide boarding service.
2. Figures refer to the position as at 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 rejecting the boarding placement offered by the EDB by parents owing to their request for admission to the boarding section of a specific school.
3. Waiting time is affected by different circumstances, including parents' requests for deferred admission or waiting for admission to the boarding section of a specific school, students' long-term stay in hospital for treatment, mismatch of students' gender and the gender of students for which vacant places are available, and longer time needed by parents to consider whether the boarding placement allocated will be accepted. These circumstances will lengthen the waiting time and are reflected therein. Due to the above different circumstances, the time needed for parents of individual special cases to complete the admission for their children upon the EDB's referral is much longer than that of ordinary cases. As such, in order to reflect the actual average waiting time, special cases in which students fail to get admitted to the boarding section within 3 months have been excluded in the calculation starting from the 2020/21 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB013**

**(Question Serial No. 0454)**

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 introduction of the kindergarten (KG) education scheme in the 2017/18 school year, the Government has made a new arrangement for the remuneration of KG teachers, under which salary ranges for respective ranks are set to provide basic salary protection for KG teachers. Although the salaries of most KG teachers are thus adjusted, KG teachers reflected that without a salary scale, the current salary levels are not reasonably commensurate with their professional qualifications and lengths of service. When they change to work in another school, their lengths of service may not be recognised and they are often subject to salary reduction. In this connection, please advise this Committee of the following:

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 wastage figure and wastage rate of KG teachers? What were the lengths of service, academic qualifications and salaries of these teachers? Has any study or review been conducted on the wastage of KG teachers? If yes, what are the details? If no, what are the reasons?

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

Reply:

The salary ranges for teachers of kindergartens (KGs) under the kindergarten education scheme (Scheme) (Scheme-KGs) 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 2019/20 to 2021/22 school years are tabulated below:

<b>Length of service</b>	<b>Monthly salary of teachers</b>	<b>2019/20</b> (Note 1)	<b>2020/21</b>	<b>2021/22</b> (provisional figures)
≤10 years	Average salary	\$25,173	\$26,874	\$27,271
	Median salary	\$24,270	\$26,060	\$26,823
>10 years to ≤20 years	Average salary	\$32,181	\$33,994	\$34,137
	Median salary	\$32,008	\$33,636	\$33,776
>20 years	Average salary	\$31,999	\$33,996	\$34,668
	Median salary	\$31,819	\$33,720	\$35,040

The number of drop-out teachers and wastage rates of Scheme-KGs, their average lengths of service, average monthly salaries and academic qualifications are tabulated below:

<b>Drop-out teachers</b> (Note 2)	<b>2019/20</b> (Note 1)	<b>2020/21</b>	<b>2021/22</b> (provisional figures)
No. of drop-out teachers	1 263	1 034	1 355
Wastage rate (Note 2)	11.6%	9.4%	12.5%
Average length of service (years)	12.0	12.5	12.7
Average monthly salary	\$25,494	\$26,277	\$28,479
No. of teachers with Certificate in Early Childhood Education (C(ECE)) or above qualifications	1 152	965	1 304

Note:

- (1) Since the 2019 civil service pay adjustment was approved by the Legislative Council in end-February 2020, the Education Bureau (EDB) could not inform Scheme-KGs of teaching staff's salary ranges for the 2019/20 school year until early March 2020. Thus, when reporting information about teacher salaries in September 2019, some schools adopted the salaries in the 2018/19 school year as the basis, while some schools made appropriate adjustments having regard to school-based circumstances. As such, the figures cannot accurately reflect the actual position in the 2019/20 school year.
- (2) "Drop-out teachers" refer to 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/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 local KGs 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 decline in the demand for teachers. So far we have not seen any impact of teacher wastage on the quality of teaching. 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. Recent years' statistics show that the overall wastage rates of KG teachers remain largely steady. We will keep abreast of the situation.

Under the 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 teachers within the prescribed salary ranges, and followed up on irregular cases. Moreover, 60% of the basic unit subsidy is prescribed 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 in the salary portion exceeding the reserve ceiling will be clawed back to the EDB in order to encourage schools' optimal use of the subsidy on teachers' salaries.

As shown in the above data, there is no obvious relationship between the wastage of KG teachers and their salaries. The EDB started a review on the Scheme in mid-2019 which covered the feasibility of introducing a salary scale for KG teachers. The review was completed in August 2021. Regarding teachers' salary arrangements, KGs are currently making good use of the flexibility under the Scheme to deploy resources to employ around 1 000 additional teachers. Should a mandatory teacher salary scale be introduced and the number of operating classes and staff establishment be approved by the EDB, these teachers will become redundant teachers. With decline in student population, the problem of teacher redundancy will become more serious. In conclusion, as KGs' mode of operation is greatly different from that of primary and secondary schools, adopting mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting 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 KGs.

**Salary ranges for teachers under the Scheme  
from the 2019/20 to 2021/22 school years**

<b>Rank of teaching staff</b>	<b>Salary range</b>		
	<b>2019/20 school year</b>	<b>2020/21 school year</b>	<b>2021/22 school year</b>
Class Teacher	\$22,790 - \$40,530	\$22,790 - \$40,530	\$22,790 - \$40,530
Senior Teacher	\$30,400 - \$48,140	\$30,400 - \$48,140	\$30,400 - \$48,140
Vice Principal	\$37,990 - \$53,200	\$37,990 - \$53,200	\$37,990 - \$53,200
Principal II	\$43,070 - \$59,540	\$43,070 - \$59,540	\$43,070 - \$59,540
Principal I	\$50,660 - \$67,140	\$50,660 - \$67,140	\$50,660 - \$67,140

Note:

- (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 has 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****EDB014****(Question Serial No. 0455)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

For the past 5 school years, please provide the numbers of teachers in government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools and special schools, together with their lengths of service, wastage numbers, wastage rates and reasons for leaving their jobs; the numbers of retired teachers and new teachers joining the teaching profession; the numbers of regular teachers, contract teachers outside the teaching establishment, and teachers employed on defined contract period (DCP) terms to fill regular posts within the approved teaching establishment (by filling in the table below); and the numbers, median ages, median lengths of service and wastage rates of graduate and non-graduate teachers in public sector primary and secondary schools.

Table 1: Number of teachers on DCP terms in different types of schools: (within)/(outside) the approved teaching establishment

School year	2016/17	2017/18	2018/19	2019/20	2020/21
Government secondary school	( )/( )	( )/( )	( )/( )	( )/( )	( )/( )
Subsidised secondary school/ Grant school	( )/( )	( )/( )	( )/( )	( )/( )	( )/( )
Government primary school	( )/( )	( )/( )	( )/( )	( )/( )	( )/( )
Subsidised primary school	( )/( )	( )/( )	( )/( )	( )/( )	( )/( )
Not applicable to private secondary schools/ international schools/DSS primary and secondary schools					

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

Reply:

Government schools, aided schools and caput schools (secondary only) are commonly known as public sector schools. Since their teaching establishment and school curriculum are basically the same, it is not meaningful to provide a breakdown of the relevant figures by school type. The numbers of teachers and drop-out teachers, wastage rates of teacher, and numbers of retired teachers and newly-joined teachers in the teaching profession in public sector and Direct Subsidy Scheme (DSS) primary, secondary and special schools in the past 5 school years (from the 2016/17 to 2020/21 school years) are set out at Annex 1.

Every year there are teachers leaving the profession for various reasons, such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, emigration and getting married. According to our observation, schools are operating smoothly in general and there are enough qualified teachers. Besides, with the decline in school-age population, the demand for teachers will also decline correspondingly.

The numbers of teachers (figures are rounded to the nearest ten) within and outside the establishment of public sector primary and secondary schools in the past 5 school years (from the 2016/17 to 2020/21 school years) are tabulated below:

Grade level	Appointment	School year				
		2016/17	2017/18	2018/19	2019/20	2020/21
Primary school	Within the establishment	17 760	19 140	19 810	20 430	20 490
	Outside the establishment	2 140	2 150	2 320	2 220	2 260
Secondary school	Within the establishment	19 740	20 080	19 930	20 020	19 930
	Outside the establishment	2 750	2 370	2 520	2 550	2 910

Schools should not employ regular teachers on defined contract period (DCP) terms unless they have actual operational needs and cogent reasons, and there are no teachers on DCP terms in government primary and secondary schools. The numbers of regular teachers (figures are rounded to the nearest ten) on DCP terms in aided primary and secondary schools in the past 5 school years (from the 2016/17 to 2020/21 school years) are tabulated below:

Grade level	School year				
	2016/17	2017/18	2018/19	2019/20	2020/21
Primary school	340	410	410	330	310
Secondary school	820	850	710	480	460

The respective numbers, median ages and wastage rates of graduate and non-graduate teachers in public sector primary and secondary schools in the past 5 school years (from the



2016/17 to 2020/21 school years) are set out at Annex 2. The EDB does not collect information on the lengths of service of teachers, and is therefore not able to provide the relevant statistics.

**Numbers of teachers and drop-out teachers, wastage rates of teacher, and  
numbers of retired teachers and newly-joined teachers in the teaching profession  
in public sector and DSS primary, secondary and special schools**

**Primary school**

Item	Finance type	School year				
		2016/17	2017/18	2018/19	2019/20	2020/21
No. of teachers <sup>(Note 1)</sup>	Public sector	19 900	21 290	22 130	22 640	22 740
	DSS	1 270	1 290	1 300	1 300	1 320
No. of drop-out teachers (Notes 1 & 2)	Public sector	810	720	930	920	960
	DSS	70	60	60	80	60
Wastage rate (%) <sup>(Note 2)</sup>	Public sector	4.2	3.6	4.4	4.2	4.2
	DSS	5.5	5.0	4.5	6.1	4.9
No. of retired teachers (Notes 1 & 3)	Public sector	210	220	230	220	270
No. of new teachers (Notes 1 & 4)	Public sector	920	1 320	1 220	1 080	820
	DSS	90	80	70	90	70

**Secondary school**

Item	Finance type	School year				
		2016/17	2017/18	2018/19	2019/20	2020/21
No. of teachers <sup>(Note 1)</sup>	Public sector	22 490	22 460	22 450	22 570	22 850
	DSS	4 110	4 130	4 130	4 180	4 210
No. of drop-out teachers (Notes 1 & 2)	Public sector	1 050	1 030	1 040	1 040	1 030
	DSS	280	230	240	210	210
Wastage rate (%) <sup>(Note 2)</sup>	Public sector	4.6	4.6	4.6	4.6	4.6
	DSS	6.8	5.6	5.7	5.0	5.1
No. of retired teachers (Notes 1 & 3)	Public sector	310	390	410	430	430
No. of new teachers <sup>(Notes 1 &amp; 4)</sup>	Public sector	470	640	710	740	870
	DSS	200	230	220	290	290

### Special schools (aided)

Item	School year				
	2016/17	2017/18	2018/19	2019/20	2020/21
No. of teachers <sup>(Note 1)</sup>	1 690	1 850	1 870	1 950	2 020
No. of drop-out teachers <sup>(Notes 1 &amp; 2)</sup>	120	120	160	130	110
Wastage rate (%) <sup>(Note 2)</sup>	7.1	6.8	8.5	7.1	5.4
No. of retired teachers <sup>(Notes 1 &amp; 3)</sup>	30	30	30	30	30
No. of new teachers <sup>(Notes 1 &amp; 4)</sup>	110	280	180	210	180

#### Notes:

- (1) The numbers of 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/mid-October (for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” of primary, secondary and special schools refer to teachers who were serving in local schools as at mid-September of the preceding school year but were no longer serving in any of the local schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned, except as at mid-October for the 2020/21 school year. Teachers transferred from ordinary schools to special schools (and vice versa) were counted as “drop-out teachers”.
- (3) Regarding the retirement age of aided school teachers and principals, the Education Ordinance stipulates that, unless written permission has been obtained from the Permanent Secretary of the EDB, a principal or other teachers shall not continue to be so employed for a school year or any part thereof if they have attained the age of 60 years or more before the commencement of the school year. DSS schools can be flexible about the retirement age of teachers. Since DSS schools subscribe to different interpretations of the meaning of retirement, it is inappropriate for the EDB to provide the relevant data, lest there be any misunderstanding.
- (4) “New teachers” refer to “newly-joined teachers” who had not been serving as teachers in local ordinary schools before. The number of new teachers in aided special schools includes newly-joined teachers and those re-joining the teaching profession, i.e. teachers who had not served in any of the local schools (irrespective of whether primary or secondary schools) as at mid-September of the preceding school year but were serving in a local school as at mid-September of the school year concerned, except as at mid-October for the 2020/21 school year.

**Numbers, median ages and wastage rates of graduate and non-graduate teachers  
in public sector primary and secondary schools**

**Primary school**

School year	Graduate teacher			Non-graduate teacher		
	No. of teachers (Note 1)	Median age	Wastage rate (Note 2) (%)	No. of teachers (Note 1)	Median age	Wastage rate (Note 2) (%)
2016/17	8 530	43	2.4	11 370	37	5.4
2017/18	9 310	43	2.7	11 980	37	4.2
2018/19	10 320	43	2.8	11 810	36	5.6
2019/20	20 710 (Note 3)	41	2.6	1 940 (Note 3)	39	5.5
2020/21	21 180	41	3.3	1 560	36	14.2

**Secondary school**

School year	Graduate teacher			Non-graduate teacher		
	No. of teachers (Note 1)	Median age	Wastage rate (Note 2) (%)	No. of teachers (Note 1)	Median age	Wastage rate (Note 2) (%)
2016/17	17 690	43	4.0	4 800	34	6.9
2017/18	17 780	44	4.1	4 680	34	6.4
2018/19	17 910	44	4.3	4 540	34	6.1
2019/20	21 530 (Note 3)	43	4.2	1 040 (Note 3)	33	6.3
2020/21	22 000	42	4.3	840	32	9.0

**Note:**

- (1) The numbers of 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/mid-October (for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” of primary, secondary and special schools refer to teachers who were serving in local schools as at mid-September of the preceding school year but were no longer serving in any of the local schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned, except as at mid-October for the 2020/21 school year. Teachers transferred from ordinary schools to special schools (and vice versa) were counted as “drop-out teachers”.
- (3) Under the all-graduate teaching force policy, the EDB increased the ratio of graduate teacher posts in public sector schools to 100% in one go in the 2019/20 school year. Most of the non-graduate teachers within the establishment were regraded to graduate teachers pursuant to the new policy in the 2019/20 school year, leading to a substantial increase in the number of graduate teachers and a substantial decrease in the number of non-graduate teachers in the school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB015****(Question Serial No. 0457)**

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:

For the past three years, please provide the numbers of students with special educational needs (SEN) in public sector mainstream schools and Direct Subsidy Scheme (DSS) schools by school level and SEN type; and the numbers of public sector mainstream primary and secondary schools by the current mode of funding and the severity of students' SEN (i.e. Tier-1, Tier-2 and Tier-3). Please also set out the number of educational psychologists (EPs) serving in public sector and DSS primary and secondary schools, the average waiting time for EP service by schools, the average number of cases handled by each EP and the average number of school visits made by each EP in the past 3 years.

The Administration rolled out the enhancement measures for Learning Support Grant (LSG) in the 2019/20 school year (Education Bureau Circular No. 6/2019) to cater for students' diverse learning needs through the 3-Tier Intervention Model and the creation of additional regular posts for basic rank graduate teachers in schools' establishment. In this connection, please provide the number of additional regular posts created for basic rank graduate teachers, and the numbers of contract teachers and teaching assistants employed outside the establishment using the LSG in the past 2 years. Please advise whether the amount of the LSG has been increased with the implementation of the all-graduate teaching force policy; if yes, of the details; if no, of the reasons.

How many teachers were trained in special education in the past 3 years? In public sector mainstream primary and secondary schools with a comparatively large number of students with SEN, the post of Special Educational Needs Coordinator (SENCO) has been upgraded to a promotion rank since the 2019/20 school year. Please provide the number of schools with the SENCO post upgraded to a promotion rank and the number of students with SEN in these schools. Does the Administration have any plan to create SENCO posts in kindergartens to support young children with SEN? If yes, what is the implementation schedule? If no, what are the reasons?

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

### Reply:

The current-term Government is committed to catering for students with special educational needs (SEN). The annual expenditure on integrated education (IE) has increased from about \$1.5 billion to about \$3.7 billion and the annual expenditure on special education has increased from about \$2.5 billion to about \$3.6 billion. Our reply to the Member's question is detailed as follows.

### Students with SEN

The numbers of students with SEN in public sector ordinary primary and secondary schools by school level and SEN type in the past 3 years (2018/19 to 2020/21 school years) are set out at Annex 1. As regards Direct Subsidy Scheme (DSS) schools, the Learning Support Grant (LSG) is provided based on their number of students with SEN (including academically low achievers in primary schools) starting from the 2019/20 school year. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the numbers of students concerned separately. The numbers of student with SEN in DSS schools in the 2019/20 and 2020/21 school years are set out at Annex 2.

### School-based Educational Psychology Service

In the past 3 years (2018/19 to 2020/21 school years), the numbers of educational psychologists (EPs) providing the School-based Educational Psychology Service (SBEPS) for public sector ordinary primary and secondary schools in the territory are 151, 156, and 161 respectively. In general, each EP serves 7 to 8 public sector ordinary primary and secondary schools. The average number of visit days to each school is around 20 per school year. For schools with a comparatively large number of students with SEN and receiving the enhanced SBEPS, the average number of visit days to each school is around 30 per school year. In the past 3 years, about 80% and 10% of the cases referred to school-based EPs were assessed within 2 months and within 2 to 3 months respectively. Some cases involved a longer waiting time for assessment because of their special circumstances (e.g. parents' request for deferral of assessment, or assessment being held up due to students' need for medical treatment). The number of students requiring support from school-based EPs, and the level and frequency of support required vary from school to school. Under normal circumstances, school-based EPs need to collaborate with teachers and school social workers to jointly support the students concerned according to the principle of Whole School Approach. Besides, school-based EPs strengthen the effectiveness of the support rendered by schools to students through enhancing the school support system and teachers' knowledge and skills in catering for students' diverse needs. In this regard, the SBEPS benefits all students directly or indirectly. As DSS schools make their own arrangements for educational psychology service, the respective information is not available.

### 3-Tier Intervention Model under the Whole School Approach

All schools are requested to adopt the 3-Tier Intervention Model under the Whole School Approach to support students, 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 classroom; 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, including drawing up of Individual Education Plans. For students with mild or transient learning difficulties, schools will provide them with Tier-1 support through quality teaching in regular classroom and it is not necessary for schools to provide information of the students concerned to the EDB. The respective numbers of public sector ordinary primary and secondary schools providing Tier-2 and Tier-3 support according to the needs of students with SEN from the 2018/19 to 2020/21 school years are tabulated below.

Tier of support required by students	Number of schools <sup>Note</sup>					
	2018/19		2019/20		2020/21	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Tier-2 support	381	384	455	389	454	389
Tier-3 support	349	335	427	340	431	342

Note:

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various modes, including the LSG, the Integrated Education Programme and the Intensive Remedial Teaching Programme (IRTP), to support students with SEN. Since such additional resources were provided under different modes, some of the schools (e.g. primary schools adopting IRTP) were not required to report to the EDB on the tier of support of each student. Hence, the figures for the 2018/19 school year are lower than the actual figures.

On top of regular subvention, the EDB also provides schools with additional resources, professional support and teacher training. The LSG is provided based on the number of students with SEN and the tier of support they require in each school year. Starting from the 2019/20 school year, the EDB has put in place a series of enhanced measures on IE. Among these is the enhancement of the LSG, whereby it has been extended to all public sector ordinary schools in the territory; and its unit grant rate for Tier-3 support has increased significantly to four times the rate for Tier-2 support. In addition, if the total amount of the LSG reaches the specific thresholds (around \$0.6 million, \$1.6 million and \$2.2 million respectively), schools will have additional regular graduate teaching post(s), titled Special Educational Needs Support Teacher, converted/provided on account of the LSG, and the remaining amount of the LSG will still be allocated in the form of cash grant. If the total amount of the LSG received by individual schools reaches the specific threshold (around \$0.6 million), the rank of their Special Educational Needs Coordinator (SENCO) will be upgraded to a promotion rank. Under the enhanced measures for the LSG, the EDB created 972 and 1 139 additional regular graduate teaching posts in public sector ordinary schools and upgraded the SENCO posts to promotion rank in 675 and 707 public sector ordinary schools in the 2019/20 and 2020/21 school years respectively.

Apart from the substantial increase in the grant rates of the LSG in the 2019/20 school year, we will continue to adjust the grant rates annually according to the change in the Composite Consumer Price Index. Having considered students’ needs, schools may pool together internal resources and flexibly deploy them to provide appropriate support services to students, such as employing additional teachers and teaching assistants or hiring professional services. As school-based support services vary according to the actual needs of students, we do not have information on additional teachers and teaching assistants employed by individual schools.

### Special education training programmes for teachers

To enhance the professional capacity of teachers in supporting students with SEN, the EDB has been providing serving teachers with structured training programmes pitched at basic, advanced and thematic levels (BAT Courses) starting from the 2007/08 school year. The numbers of public sector ordinary primary and secondary school teachers having completed the BAT Courses from the 2018/19 to 2020/21 school years are tabulated below.

Course	2018/19		2019/20 <sup>Note</sup>		2020/21 <sup>Note</sup>	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	314	395	196	180	175	168
Advanced	177	146	74	34	111	101
Thematic	209	265	113	61	155	146

Note:

Most of the training programmes originally scheduled for the 2019/20 school year were postponed and held online in the 2020/21 school year due to the epidemic.

As regards kindergarten (KG) stage, there is an established mechanism, under which a number of government departments, including the Department of Health, the Hospital Authority, the Social Welfare Department (SWD) and the EDB, work together to provide various services for children with special needs or at risk of developmental delay. The enhancement in requirement for teacher to student ratio from 1:15 (including the principal) to 1:11 (principal not included) under the kindergarten education scheme allows KG teachers to have more room for various professional activities, including capitalising on the resources to cater for the diverse needs of students through, among others, collaboration with the multi-disciplinary service teams that provide On-site Pre-school Rehabilitation Services. In this connection, we have no plan to create any SENCO post.

The EDB has also enhanced teacher training by providing basic training on catering for students with special needs since the 2015/16 school year as well as advanced and thematic courses starting from the 2018/19 school year and 2021/22 school year respectively. Moreover, according to the information of the SWD, apart from offering training courses for special child care workers recognised by the SWD, tertiary institutions usually include training modules on special child care work recognised by the SWD, i.e. no less than 210 hours of training on catering for children with special needs, in the pre-service and in-service training programmes for obtaining the teacher professional qualifications in early childhood education. With the increase in the number of such training programmes, a certain number of serving KG teachers have received relevant training. Therefore, under the collaboration between the EDB and the SWD, there has been an increasing number of KG teachers who have acquired basic knowledge and skills in identifying and catering for children with special needs.

The EDB will continue to promote inclusive culture in KGs, make a sustained effort to provide relevant training for more KG teachers, and develop evidence-based support strategies and teaching resource packages, with a view to helping KG teachers cater for



learner diversity. The EDB will review the implementation of relevant training and consider the need for enhancement on an on-going basis.

**Number of students with special educational needs (SEN)  
in public sector ordinary primary and secondary schools  
from the 2018/19 to 2020/21 school years**

<b>School Year</b>	<b>School Level</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/Hyperactivity Disorder</b>	<b>Mental Illness</b>	<b>Specific Learning Difficulties</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
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

Note:

Figures denote the position as at September of the respective school years.

**Number of students with special educational needs (SEN)  
in Direct Subsidy Scheme schools  
in the 2019/20 and 2020/21 school years**

<b>School Year</b>	<b>School Level</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/Hyperactivity Disorder</b>	<b>Mental Illness</b>	<b>Specific Learning Difficulties</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
2019/20	Primary	0	100	130	0	180	0	0	10	0
	Secondary	70	680	1 170	120	1 480	30	10	40	20
2020/21	Primary	0	110	130	0	190	0	0	10	0
	Secondary	70	770	1 300	100	1 520	20	10	40	20

Note:

Figures denote the position as at September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB016**

**(Question Serial No. 0458)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Non-Chinese speaking (NCS) students face difficulties as they learn and do not have fair articulation opportunities since they are not familiar with Chinese. According to government information, there are tens of thousands of NCS students in Hong Kong. They differ considerably from their local counterparts in terms of culture and language. At present, the lack of specific policy support from the Government for NCS students at kindergarten level has resulted in their missing the optimal time to learn Chinese. In this connection, would the Government advise this Committee of the following -

- (1) The number of kindergartens, primary schools, secondary schools and special schools admitting 1 to 9 and 10 or more NCS students; the number of schools which applications for the additional funding for supporting NCS students are granted, the percentage of these schools out of all schools, and the amount of funding involved by district.
- (2) How many NCS students were admitted to tertiary institutions in the past 3 years? What is the Government policy in supporting NCS students to increase their chances of pursuing studies in tertiary institutions?
- (3) Has the Education Bureau assessed the effectiveness of the “Chinese Language Curriculum Second Language Learning Framework”? If so, what are the indicators used? Besides, what are the specific measures adopted by the Administration to support NCS students in learning the Chinese language and the expenditure involved?

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

Reply:

- (1) In recent years, the Government has introduced various initiatives and been committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students

into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. Starting from the 2014/15 school year, the Education Bureau (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 creation of an inclusive learning environment in schools. Specifically, all public sector ordinary primary and secondary schools and DSS primary and secondary schools offering the local curriculum and admitting 10 or more NCS students, and special schools admitting 6 or more NCS students are provided with an additional funding ranging from \$0.65 million to \$1.5 million per year depending on the number of NCS students admitted. Besides, starting from the 2020/21 school year, for schools admitting a relatively small number of NCS students, i.e. public sector ordinary primary and secondary schools and DSS primary and secondary schools offering the local curriculum admitting less than 10 NCS students, and special schools admitting less than 6 NCS students, the additional funding has increased substantially from \$50,000 per year to about \$0.15 million or \$0.3 million per year. The estimated expenditure of the funding in the 2021/22 school year is about \$363 million. The number and percentage of public sector ordinary primary and secondary schools and DSS primary and secondary schools offering the local curriculum admitting NCS students and provided with the additional funding by District Council district and number of NCS students in the 2021/22 school year are tabulated at [Annex 1](#) and [Annex 2](#) respectively.

As regards special schools, 57 aided special schools admit NCS students, accounting for about 90% of all aided special schools. Among them, 26 aided special schools admit 1 to 5 NCS students as well as 31 aided special schools admit 6 or more NCS students and are provided with the additional funding. As the planning and provision of special school places are not on a district basis, it is not meaningful to provide the figures by district.

As far as kindergartens (KGs) are concerned, supporting NCS students’ learning of Chinese at KG level and facilitating their early integration into the local education system is an important part of the KG education policy. Specific measures cover curriculum, school-based professional support, professional training for teachers, admission, additional resources, etc. On curriculum, the EDB issued the updated Kindergarten Education Curriculum Guide in February 2017, which sets out the rationale and directions as well as specific strategies and relevant resources to facilitate NCS students’ learning of Chinese at KG level and integration into school life. On school-based professional support, the EDB provides diversified school-based support services for KGs, including enhancing teachers’ professional capacity for helping NCS students learn Chinese. On professional training for teachers, we have commissioned tertiary institutions to provide specified courses and set a specific training target requiring each KG joining the KG education scheme (Scheme-KG) and admitting NCS students to have at least one teacher completed the Basic Course recognised by the EDB by the end of the 2020/21 school year. This training target has been achieved as scheduled. On admission, all Scheme-KGs are required to provide relevant information in both Chinese and English, and they are provided with an additional

grant to enhance their school websites with a view to supporting their provision of school information in both Chinese and English.

On additional resources, the EDB provides Scheme-KGs admitting NCS students with an additional grant. The 5-tiered grant ranges from about \$50,000 to about \$0.8 million. The estimated expenditure for the grant in the 2021/22 school year is about \$125 million. All KGs provided with the additional grant are required to draw up school-based support plans for their NCS students and conduct self-evaluation at the end of a school year. Through school visits, the EDB examines how KGs take forward the support measures and deploy the resources, and offers advice as appropriate. As observed in the visits, KGs have made good use of the additional resources provided by the EDB to facilitate NCS students' early adaptation to the local education system and mastery of Chinese by various means, such as employing additional teachers or teaching assistants to provide in-class support, adapting the curricula and teaching strategies, and arranging group learning or individual teaching as appropriate.

The number and percentage of Scheme-KGs provided with the grant for supporting NCS students by District Council district and number of NCS students in the 2021/22 school year are tabulated at Annex 3.

- (2) The EDB has all along been supporting secondary schools to implement Life Planning Education and provide career guidance services. To prepare NCS students for further studies and career pursuits, the EDB commissioned a non-governmental organisation (NGO) to implement a pilot project from the 2015/16 to 2017/18 school years to organise life planning activities and work experience programmes that enabled NCS students to understand their career orientation and learn about different study pathways and different types of jobs. Starting from the 2018/19 school year, the EDB has continued to commission an NGO to organise career exploration activities for NCS students, including visits to post-secondary institutions, workplace visits, work experience programmes, etc., to help them make informed choices about further studies and careers, set personal goals and plan their future.

Parents play a vital role in the development and learning of their children. As such, the EDB has strengthened parent education for parents of NCS students. Starting from the 2020/21 school year, diversified parent education programmes have been provided for parents of NCS students, including interactive talks, workshops, exhibitions, community visits, etc., to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

The participating institutions of the Joint University Programmes Admissions System and other post-secondary institutions accept alternative Chinese Language qualifications of eligible NCS students for the purpose of satisfying the entrance requirement in respect of the Chinese Language subject. To help NCS students attain these qualifications, the EDB subsidises these NCS students to enter for internationally recognised alternative Chinese Language examinations, including 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 for admission to the University Grants Committee (UGC)-funded universities and post-secondary institutions, to the effect that subsidised school candidates are only required to pay a “subsidised examination fee” on par with the examination fee for the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language). Eligible needy NCS students can also apply for full or half fee remission of the “subsidised examination fee” under the Examination Fee Remission Scheme. With the Government paying the examination fees for school candidates sitting for the 2020 to 2022 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the above-mentioned non-local Chinese Language examinations from the 2019/20 to 2021/22 school years is waived accordingly.

In addition, the Vocational Training Council (VTC) has been committed to offering various vocational and professional education and training programmes. All applicants who meet the entrance requirements, irrespective of their races, may attend the programmes. To cater for the needs of NCS students, in addition to the provision of Diploma of Foundation Studies and full-time Diploma of Vocational Education programmes subvented by the EDB for Secondary 3 to Secondary 6 school leavers (including NCS students), the VTC also offers various pre-employment programmes specifically for NCS students to obtain formal qualifications for further studies or employment. Furthermore, the VTC provides academic and learning support to its NCS students, such as organising student orientation activities, additional tutorial classes, counselling and coaching, providing peer support through the peer mentorship scheme, various student activities promoting the culture of social integration, and advisory support for articulation and career development, etc., to help them learn more effectively and adapt to campus life.

The number of local NCS students (i.e. local students whose spoken language at home is not Chinese) admitted to UGC-funded undergraduate degree programmes from the 2019/20 to 2021/22 academic years is 290, 371 and 382 (provisional figure) respectively. The intakes of NCS students of full-time and part-time programmes offered by the VTC over the same period are 511, 492 and 513 (provisional figure) respectively. The EDB does not maintain statistics on local NCS students admitted to self-financing post-secondary programmes.

- (3) Since the implementation of the “Learning Framework”, the EDB has, through school visits and focus groups interviews, solicited teachers’ views so as to make refinements to the “Learning Framework”. The revised “Learning Framework” was uploaded to the EDB’s “Chinese Language Curriculum Second Language Learning Framework Dedicated Homepage” (<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang.html>) in January 2019 for teachers’ reference and use. In parallel, teaching resources and tests and exercises for students (such as the “Chinese Language Assessment Tools for NCS Students”) have been updated accordingly.

The educational 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 co-operation, and students' learning attitude). It is therefore neither possible nor appropriate to assess the effectiveness of the measures solely based on the improvement in the Chinese proficiency of NCS students. The 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.

The support measures for NCS students' learning of Chinese (including the implementation of the "Learning Framework") and the relevant expenditure in the 2021/22 school year are tabulated at Annex 4.



**Number and percentage of primary schools  
admitting non-Chinese speaking (NCS) students and  
provided with additional funding  
by District Council district and number of NCS students in the 2021/22 school year**

District	Number of primary schools	Number of primary schools admitting NCS students and provided with the additional funding (by number of students)			
		1 to 9	10 or more	Total	Percentage out of all primary schools
Central & Western	16	8	4	12	75.0%
Wan Chai	15	4	10	14	93.3%
Eastern	27	10	9	19	70.4%
Southern	13	9	1	10	76.9%
Sham Shui Po	24	11	7	18	75.0%
Yau Tsim Mong	21	10	9	19	90.5%
Kowloon City	34	15	10	25	73.5%
Wong Tai Sin	25	18	4	22	88.0%
Kwun Tong	35	16	3	19	54.3%
Tsuen Wan	21	9	4	13	61.9%
Tuen Mun	35	17	11	28	80.0%
Yuen Long	48	16	29	45	93.8%
North	30	10	2	12	40.0%
Tai Po	19	7	5	12	63.2%
Sha Tin	41	24	5	29	70.7%
Sai Kung	26	14	5	19	73.1%
Islands	16	3	13	16	100.0%
Kwai Tsing	31	11	12	23	74.2%

Notes:

1. Figures are provisional and reflect the position as at mid-September of the 2021/22 school year.
2. Figures include public sector primary schools and Direct Subsidy Scheme (DSS) primary schools but not special schools.
3. Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.
4. All public sector ordinary primary schools and DSS primary schools admitting NCS students are provided with the additional funding.

**Number and percentage of secondary schools  
admitting non-Chinese speaking (NCS) students and  
provided with additional funding  
by District Council district and number of NCS students in the 2021/22 school year**

District	Number of secondary schools	Number of secondary schools admitting NCS students and provided with the additional funding (by number of students)			
		1 to 9	10 or more	Total	Percentage out of all secondary schools
Central & Western	11	3	8	11	100.0%
Wan Chai	17	5	11	16	94.1%
Eastern	30	16	6	22	73.3%
Southern	15	10	4	14	93.3%
Sham Shui Po	26	9	11	20	76.9%
Yau Tsim Mong	18	10	8	18	100.0%
Kowloon City	36	16	7	23	63.9%
Wong Tai Sin	23	11	6	17	73.9%
Kwun Tong	33	12	7	19	57.6%
Tsuen Wan	14	6	2	8	57.1%
Tuen Mun	37	17	9	26	70.3%
Yuen Long	39	15	16	31	79.5%
North	20	8	0	8	40.0%
Tai Po	20	8	2	10	50.0%
Sha Tin	43	13	5	18	41.9%
Sai Kung	26	10	4	14	53.8%
Islands	11	2	7	9	81.8%
Kwai Tsing	31	14	11	25	80.6%

**Notes:**

1. Figures are provisional and reflect the position as at mid-September of the 2021/22 school year.
2. Figures include public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools offering the local curriculum but not special schools.
3. Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.
4. All public sector ordinary secondary schools and DSS secondary schools offering the local curriculum and admitting NCS students are provided with the additional funding.

**Number and percentage of kindergartens joining the kindergarten education scheme  
(Scheme-KGs), admitting non-Chinese speaking (NCS) students  
and provided with additional funding  
by District Council district and number of NCS students in the 2021/22 school year**

District	Number of Scheme-KGs	Number of KGs admitting NCS students and provided with the additional funding (by number of students)			
		1 to 9	10 or more	Total	Percentage out of all Scheme-KGs
Central & Western	25	8	8	16	64.0%
Wan Chai	15	6	7	13	86.7%
Eastern	55	25	11	36	65.5%
Southern	19	10	3	13	68.4%
Sham Shui Po	46	13	13	26	56.5%
Yau Tsim Mong	25	8	8	16	64.0%
Kowloon City	49	25	8	33	67.3%
Wong Tai Sin	43	20	3	23	53.5%
Kwun Tong	74	34	7	41	55.4%
Tsuen Wan	33	14	6	20	60.6%
Tuen Mun	60	25	9	34	56.7%
Yuen Long	69	19	22	41	59.4%
North	42	20	0	20	47.6%
Tai Po	24	11	1	12	50.0%
Sha Tin	60	25	3	28	46.7%
Sai Kung	40	16	7	23	57.5%
Islands	25	8	13	21	84.0%
Kwai Tsing	58	27	13	40	69.0%

Notes:

1. Figures are based on the number of KGs provided with the additional funding as at March 2022. As the additional funding is calculated by the EDB based on the student enrolment information of KGs, the number of KGs may vary during the school year due to updating of enrolment information of NCS students by schools.
2. Figures include K1, K2 and K3 classes of KG-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.
4. All Scheme-KGs admitting NCS students are provided with the additional funding.

**Support measures for non-Chinese speaking (NCS) students' learning of Chinese in the 2021/22 school year**

<b>Support measure</b>	<b>Revised estimate in the 2021/22 school year (\$ million) (Note 1)</b>
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	362.6
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0
Provision of training programmes for Chinese Language teachers teaching NCS students	(Note 2)
Setting up Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays, and provide learning and teaching resources for those NCS students who have a late start in learning Chinese, and to organise workshops for experience sharing with teachers and workshops for parents of NCS students, with a view to strengthening collaboration with parents of NCS students in supporting NCS students' learning of Chinese	4.8
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
Provision of student grant for Applied Learning Chinese (for NCS students)	6.6
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 Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language)	6.9 (Note 3)
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 more comprehensive understanding of the multiple pathways available to their children	2.3 (Note 4)
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	2.3
Provision of school-based professional support services for kindergartens (KGs) admitting NCS students, including commissioning post-secondary institutions to provide school-based support services so as to enhance the professional capacity of teachers for teaching Chinese to NCS students	5.0 (Note 5)

<b>Support measure</b>	<b>Revised estimate in the 2021/22 school year (\$ million) (Note 1)</b>
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	124.8
Provision of specific training courses on supporting NCS students for KG teachers	4.61 (Note 6)

Notes:

1. As the manpower and administrative expenses incurred by different sections under the EDB for implementing the measures are subsumed under the EDB's overall expenditure and/or different funds, a breakdown of expenditure by item is not available.
2. As the programmes are subsumed under the overall professional development programme of the EDB, a breakdown of expenditure by item is not available.
3. With the Government paying the examination fees for school candidates of the 2022 HKDSE, the "subsidised examination fee" for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2021/22 school year is waived accordingly.
4. The initiative involves non-recurrent funding totalling about \$15 million over 5 years.
5. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and by primary school is not available.
6. The expenditure on the training courses and related supply teacher grant has been included in the revised estimate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB017****(Question Serial No. 0459)**

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:

Interest class operators (including music studios, art studios, playgroup centres and other types of learning centres) are an integral part of education in Hong Kong. While these learning centres/interest classes are not required to register under the Education Ordinance (Cap. 279), they have long been providing children and teenagers with knowledge as well as arts and skills training outside the formal curriculum. However, these operators have been excluded from any support under the previous rounds of the Anti-epidemic Fund, and many of them have ended up closing down. In this connection, would the Government advise whether it will introduce a policy to fill the gap by providing relief grants for these operators? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 8)

Reply:

The school curriculum is broad and balanced with diversified learning and extra-curricular activities provided to meet students' developmental needs at various stages of learning, with a view to fostering their whole-person development. As for off-school interest classes and activity centres, they are not part of the education system, and in principle, not necessary for students to participate from the educational perspective. Besides, the business nature of interest classes and activity centres not registered under the Education Ordinance varies widely. They may offer recreational, cultural and leisure activities, small group classes, etc., targeting not only students but also people of different ages. In addition, they are not subject to regulation under the Education Ordinance. Neither are they directed by the Education Bureau (EDB) to fully or partially suspend face-to-face classes, nor restricted by the EDB's anti-epidemic and social distancing measures. Although activity centres not registered under the Education Ordinance are not specifically covered by the Government's Anti-epidemic Fund (AEF), these centres, if eligible, may benefit from the relief measures generally applicable to small and medium enterprises.

Moreover, if centre staff have been engaged as instructors of learning/interest classes of an on-going nature in primary or secondary schools, or instructors in non-governmental

organisations subvented by the Social Welfare Department (SWD), or coaches registered under the Leisure and Cultural Services Department (LCSD), the staff concerned may apply for the respective relief grants provided by the EDB, SWD or LCSD under the AEF. The disbursement of the said one-off relief grant for instructors of learning/interest classes engaged by schools under the AEF is outside the scope of the Appropriation Bill or the estimates of the General Revenue Account.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB018**

**(Question Serial No. 0221)**

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 national education and national security education, will the Government advise this Committee of:

- (1) the specific plans to be implemented and resources to be allocated thereon in the current year;
- (2) the policies and measures in place to enhance teachers' understanding of and training in national education and national security education;
- (3) the policies and measures in place, in respect of teaching materials, to raise students' awareness of national education and national security education; and
- (4) the use of resources thereon in the past 3 financial years, and whether relevant policy objectives have been achieved and results delivered?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 8)

Reply:

(1) to (4)

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development in different aspects, the Constitution and the Basic Law, and the aspects of national security education (NSE), etc. 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' effective planning and promotion of national education within and beyond the classroom, including education on the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and NSE, etc., so that teachers and students can gain a better understanding of the constitutional relationship



between the Constitution and the Basic Law as well as the importance of national security and to develop a sense of national identity.

In the current school year, the EDB has continuously strengthened national education, as well as Constitution and Basic Law education, including the aspects of NSE. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two in the current school year, enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the holistic planning of and the whole-school involvement in promoting NSE, the EDB issued *the Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for schools' reference. Moreover, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together.

To enhance students' understanding of national education and NSE, the EDB also organises diversified student activities on an ongoing basis, including the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities was overwhelming. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar. The number of participants in these activities has been on the rise and those who took part in them were all actively involved.

The EDB continues to arrange different modes of training activities for teachers, such as the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", and workshops on national flag raising ceremony to enhance teachers' understanding of national education and NSE. To strengthen the overall curriculum planning and curriculum leadership of schools, the EDB has organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop. In addition, starting from the 2020/21 school year, the core training programmes for newly-joined teachers, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. The above training programmes were generally able to achieve the relevant policy objectives and teachers' comments about these programmes were positive.

The EDB has also introduced measures on teachers' entry requirement to promote their correct understanding of the Basic Law. Starting from the 2022/23 school year, newly-appointed teachers in all public sector schools are required to pass the Basic Law Test (BLT) in order to be considered for appointment. The EDB will consider progressively extending the relevant requirement to other schools (such as schools joining the Direct Subsidy Scheme, kindergartens joining the kindergarten education scheme, etc.) and other teachers.

As an ongoing effort, the EDB has been providing a variety of learning and teaching resources on national education. These include online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security" and online games. Moreover, the newly developed "National Education One-stop Portal", which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of the relevant learning and teaching resources by teachers and students so as to promote national education and national security, and strengthen students' sense of law-abidingness.

All along, the EDB has been seeking to understand and monitor the quality and effectiveness of learning and teaching in schools, including national education and NSE, through different channels including school visits, inspections and curriculum development visits, while making recommendations for improvement accordingly, based on the schools' performance. The EDB also gathers schools' good practices and exemplars for sharing with the school sector to facilitate the continuous development and improvement of schools. In addition, the EDB has provided schools with detailed administration and education guidelines on safeguarding national security and promoting NSE. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures in these regards.

Each of the above items complements one another and proceeds in parallel. The annual estimates and expenditure are subsumed under the EDB's recurrent expenditure and no breakdown is available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB019**

**(Question Serial No. 0699)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In the Programmes, it is mentioned under Matters Requiring Special Attention in 2022-23 that the Education Bureau will continue to provide recurrent funding support to all public sector and Direct Subsidy Scheme schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology. The persistence of the epidemic over the past year have resulted in schools moving their teaching online. This has greatly affected the learning of many students from grass-root families, as reflected by issues including the unavailability of learning device, Internet service, printing and scanning equipment, and even unsuitable living environment for online learning. In this connection, please advise this Committee:

- (1) of the measures in support of students from grass-root families in the past and future, the expenditures involved and the number of beneficiaries; and
- (2) whether the provision of the Top-up Grant for Supporting Online Learning of Financially Needy Students will be extended to ensure that all students from grass-root families will have equal opportunities in accessing e-learning.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 7)

Reply:

(1) & (2)

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of electronic devices, the Education Bureau (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 of 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.

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. In the 2021/22 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 2022, the Scheme benefited about 175 600 families and the expenditure involved was about \$237 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, the EDB provided the one-off Top-up Grant for Supporting Online Learning of Financially Needy Students 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.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", the Quality Education Fund (QEF) has implemented a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme) starting from the 2021/22 school year. 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 QEF has reserved \$1.5 billion for this 3-year Funding Programme and it is expected to benefit some 310 000 students. In the 2021/22 school year, about 710 schools have participated in the Funding Programme so far. The applications are now being processed, and the number of student beneficiaries and details of the expenditure involved are not available for the time being.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB020**

**(Question Serial No. 0700)**

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 in 2022-23 under Programme (6) that the Education Bureau (EDB) will continue to develop a variety of learning and teaching resources for promoting national education, Constitution and Basic Law education, including the national flag, the national anthem and the national emblem, as well as national security education in schools. In this connection, would the Government inform this Committee of the following:

- (1) In the past 3 years, what resources have been allocated by the EDB to step up Constitution and Basic Law education in schools, with reference to national security, in particular? What are the expenditures and estimates involved? What are the specific measures in place?
- (2) Has the Government evaluated the effectiveness of the above measures? If yes, what are the details? If not, what are the reasons?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 8)

Reply:

(1) and (2)

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development in different aspects, the Constitution and the Basic Law, and the aspects of national security education (NSE), etc. 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' effective planning and promotion of national education within and beyond the classroom, including education on the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and NSE, etc., so that teachers and students can gain a better understanding of the constitutional relationship

between the Constitution and the Basic Law as well as the importance of national security, and develop a sense of national identity.

Over the past 3 years, the EDB has continuously strengthened national education, as well as Constitution and Basic Law education, including the aspects of NSE. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two from the 2021/22 school year, enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the holistic planning of and the whole-school involvement in promoting NSE, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for schools' reference. The senior secondary subject of Citizenship and Social Development (CS) has replaced the subject of Liberal Studies starting from Secondary Four in the 2021/22 school year. The content of the CS curriculum is closely related to our country's development, which aims to facilitate students' comprehensive and accurate understanding of topics relating to our country, the Constitution, the Basic Law, as well as the national flag, the national emblem, the national anthem and national security; and to cultivate their sense of national identity. In 2021, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together.

As an ongoing effort, the EDB has been providing a variety of learning and teaching resources on national education. These include online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", online games, and the theme-based resources webpage of "Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag". Moreover, the newly developed "National Education One-stop Portal", which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of relevant learning and teaching resources by teachers and students.

The EDB continues to arrange different modes of training activities for teachers, such as the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", and workshops on national flag raising ceremony. The EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop. Starting from the 2020/21 school year, the core training programmes for newly-joined teachers, serving teachers and teachers aspiring for promotion have already

covered contents pertinent to the Constitution, the Basic Law and the National Security Law.

The EDB also organises diversified student activities on an ongoing basis, including the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, the Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, the Chinese Classic Sayings campaign, the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on National Security, the Online Quiz Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities was overwhelming. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar.

Starting from 1 January 2022, all primary and secondary schools (including special schools) must display the national flag on each school day, and conduct a national flag raising ceremony weekly, with the playing and singing of the national anthem, to help students develop a sense of belonging to the country, an affection to the Chinese people and enhance their sense of national identity. To support schools in enabling students to learn about and respect the symbols and signs representing the country, and the etiquette to be followed when the national anthem is being played and sung and during the national flag raising ceremony, the EDB has continuously provided curriculum support measures, including the ongoing update/enrichment of the theme-based resources webpage of “Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag”, and the organisation of training programmes for teachers on a regular basis so that schools can help students develop a sense of belonging to the country and enhance their sense of national identity through the regularly held national flag raising ceremonies.

Incorporated Management Committees/School Management Committees are responsible for managing schools. There are both empowerment and accountability in school-based management. The school management has the responsibility to understand and monitor the learning and teaching quality, including the implementation of national education, Constitution and Basic Law education, as well as the actual implementation of the relevant administrative measures with follow-up actions for improvement. All along, the EDB has been seeking to understand the implementation and effectiveness of the relevant education in schools through different channels including school visits, inspections and curriculum development visits, while making recommendations and gathering schools’ good practices and exemplars for sharing with the school sector, to facilitate the continuous development of schools. In parallel, the EDB has provided schools with detailed administration and education guidelines on safeguarding national security and promoting NSE. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures in these regards.

The expenditure and estimates on the above items are subsumed under the EDB’s recurrent expenditure, and no breakdown is available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB021**

**(Question Serial No. 0701)**

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:

It is indicated under the key performance measures in respect of primary education and secondary education that there will be a certain decrease in the numbers of students. In this connection, please advise this Committee of the following:

- (1) The school-age population for Primary One and Secondary One in each school net, each district and the whole territory for the school years from 2022/23 to 2030/31;
- (2) Given that some local schools have reported withdrawals of cross-boundary students and decrease in admission applications resulting from quarantine-free travel between the Mainland and Hong Kong being held up by the persisting COVID-19 epidemic, whether measures are in place to assist schools in coping with the crisis so as to stabilise the education ecology in Hong Kong;
- (3) Whether the Administration have plans to strengthen its support for small class teaching (SCT) in primary schools and extend SCT to junior secondary level when the primary and secondary school-age population declines; if yes, of the timetable and estimated total expenditure involved; if no, of the reasons;
- (4) Whether the Administration have plans to explore and devise a systematic, robust and effective adjustment mechanism to cope with changes in primary and secondary student population in the long run; if yes, of the timetable and estimated total expenditure involved; if no, of the reasons.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 9)

Reply:

- (1) The projected mid-year school-age population aged 6 and 12 who are residing in Hong Kong from 2022 to 2030 is tabulated at Annex. Those age groups are considered suitable for Primary One (P1) and Secondary One (S1) education respectively from the 2022/23 to 2030/31 school years.



- (2) Owing to the persisting COVID-19 epidemic and cross-boundary travel restrictions, cross-boundary students (CBS) are not able to travel to Hong Kong every day as usual to attend school. The Education Bureau (EDB) has all along been concerned about the learning situation as well as physical and mental development needs of CBS amid the epidemic, and has been providing them with appropriate support. For example, the EDB commissioned a service provider to offer programmes, namely “Learning Support” and “Psychosocial Support”, in Shenzhen for CBS. Schools have also flexibly adopted diversified learning and teaching strategies, including establishing e-learning platforms and conducting real-time online lessons, to support CBS’ continuous learning at home, having regard to schools’ own contexts and students’ needs at different learning stages. In addition, aided schools may make use of the relevant recurrent funding provided by the EDB to procure necessary services to cater for the needs of CBS (e.g. to procure mailing services for delivering textbooks and learning materials to CBS in the Mainland). During the epidemic, CBS participating in e-learning or other home learning activities are counted as the schools’ actual enrolment in the EDB’s annual student headcount. Hence, the numbers of students and classes of schools will not be reduced due to CBS not being able to attend classes in Hong Kong.

We believe that the above measures can cater for CBS’ needs of learning at home and enable parents to maintain close contact with schools, thereby helping CBS continue their studies in Hong Kong schools, and resume their daily cross-boundary travel to study in Hong Kong when the epidemic is over. The EDB will continue to keep in view of the development of the epidemic situation, as well as the anti-epidemic measures and cross-boundary travel restrictions, etc. in Hong Kong and Shenzhen, and maintain close communication with the education sector to provide appropriate support. The education sector has long been aware of the year-on-year decline in the number of CBS since the 2017/18 school year. The current decline in primary and secondary student population is mainly attributed to the fall in birth rate. We are discussing solutions with the education sector with a view to maintaining the quality of teaching and learning and stabilising the learning environment.

- (3) It is an established government policy to implement small class teaching (SCT) in public sector primary schools. At present, around 80% of public sector primary schools in Hong Kong have implemented SCT. 11 schools will start implementing SCT in the 2022/23 school year, while arrangements have been made for 16 and 15 schools to start implementing SCT in the 2023/24 and 2024/25 school years respectively. By then, nearly 90% of public sector primary schools will have implemented SCT. To support teachers in making an effective use of the small class environment thereby enhancing learning and teaching, the EDB has organised various professional development activities, which include building learning communities and learning circles; 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 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 their respective school

sponsoring bodies, and encourage them to get prepared for early implementation of SCT in public sector primary schools where the 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.

- (4) According to the projected school-age population, it is expected that there will be a structural and continuous decrease in future school-age population. It remains uncertain whether and when the birth rate in Hong Kong will rebound. When formulating future plans, our policy objective will certainly be based on the interests of students, considering how to optimise resources for continuous improvement of the quality of teaching and learning. Schools are established to nurture the whole person development of students. It is essential for schools to maintain an optimal size of student population for creating a conducive teaching and learning environment and providing opportunities for learning in groups, so as to meet the different learning and development needs of students while ensuring the quality of education. On the other hand, the EDB has to make good use of the limited public resources to ensure that education expenditure is used effectively in a targeted manner to provide quality education for students. We believe that, as the future school-age population will continue to drop, it is unavoidable to adjust the overall number of primary and secondary classes correspondingly.

The EDB will adopt multi-pronged measures to address the challenges arising from the structural changes in student population in the long term so as to stabilise the learning environment and maintain the quality of teaching and learning. The measures include:

- (i) The EDB, being the school sponsoring body of government schools, will lead by example and merge government schools as necessary or relocate schools in districts with a relatively sizeable surplus of school places to districts with excessive demand for school places or New Development Areas which are expected to have a greater demand for school places in the future, with a view to reducing the long-term surplus of school places in certain districts. In this connection, the EDB has already made arrangements to cease the operation of the Island Road Government Primary School in an orderly and gradual manner from the 2021/22 school year, merge the Lung Cheung Government Secondary School with the Kowloon Technical School starting from the 2022/23 school year, and relocate the Canton Road Government Primary School and the Shau Kei Wan East Government Secondary School to the new school premises at the Anderson Road Quarry site in Sai Kung District in the 2025/26 and 2026/27 school years respectively with a view to minimising the impact of declining demand for school places in the school nets concerned on schools in the area. We hope that

such endeavours will serve as examples for other school sponsoring bodies' reference;

- (ii) The four time-limited primary schools operated to cope with the transient increase in P1 student population in the past will cease operation gradually as originally planned;
- (iii) Our school allocation exercises in the future will accord priority to reprovisioning of schools or expansion of school premises, especially those schools which are far below the prevalent building standards, so as to improve the quality of school premises;
- (iv) We will continue to maintain liaison with the public sector primary schools which have yet to implement SCT and their respective school sponsoring bodies, and encourage them to get prepared for early implementation of SCT in public sector primary schools where conditions permit; and
- (v) We will timely review the number of students allocated to each S1 class in 2025 and subsequent school years, the criteria for approving classes and other related arrangements to address the structural situation of a long-term persistent decrease in demand for S1 places while ensuring the quality of education and the appropriate use of resources.

The EDB has been meeting with individual school sponsoring bodies to urge them to explore ways to consolidate their resources in an orderly manner. We will keep close communication with the sector and encourage them to plan ahead to cope with the impact of declining student population.

As the expenditures on the above measures are subsumed under the overall expenditure of the EDB, a breakdown of the estimated expenditure is not available.

**Projected mid-year school-age population aged 6 residing in Hong Kong by district  
from 2022 to 2030**

District	2022	2023	2024	2025	2026	2027	2028	2029	2030
Central & Western	1 200	1 400	1 400	1 300	1 300	1 400	1 600	1 600	-
Wan Chai	900	1 000	1 000	1 000	1 000	1 000	1 200	1 100	-
Eastern	3 800	3 700	3 300	3 100	2 800	2 800	2 900	2 700	-
Southern	2 000	1 700	1 600	1 500	1 400	1 400	1 600	1 500	-
Sham Shui Po	4 100	3 900	3 700	3 400	3 100	3 100	3 200	3 000	-
Yau Tsim Mong	2 000	2 500	2 300	2 200	2 100	2 100	2 400	2 300	-
Kowloon City	3 100	3 000	2 700	2 800	2 700	2 800	3 300	3 300	-
Wong Tai Sin	3 000	3 000	2 900	2 800	2 500	2 400	2 400	2 300	-
Kwun Tong	5 800	5 300	4 900	4 600	4 400	4 300	4 200	4 000	-
Tsuen Wan	2 400	2 200	2 000	1 900	1 800	1 800	2 000	1 900	-
Tuen Mun	3 800	4 300	4 100	4 000	3 800	3 800	3 900	3 600	-
Yuen Long	5 500	5 000	4 500	4 400	4 100	4 100	4 600	4 700	-
North	3 000	3 100	2 900	2 900	2 800	3 000	3 300	3 300	-
Tai Po	2 200	2 600	2 700	2 500	2 400	2 500	2 400	2 200	-
Sha Tin	5 300	5 100	4 600	4 400	3 900	3 900	3 900	3 700	-
Sai Kung	4 000	3 500	3 200	3 300	3 100	3 200	3 500	3 500	-
Islands	1 800	1 600	1 600	2 000	2 000	2 200	2 600	2 600	-
Kwai Tsing	4 600	4 300	4 000	3 900	3 500	2 800	2 800	2 600	-
<b>All districts</b>	<b>58 500</b>	<b>57 300</b>	<b>53 300</b>	<b>52 000</b>	<b>48 700</b>	<b>48 500</b>	<b>51 700</b>	<b>50 000</b>	<b>48 500</b>

- 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 are considered suitable for primary education (i.e. Primary One).
  3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 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 or over the age of 6 may also enrol for Primary One.
  4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
  5. Mid-year projected figures by district for 2030 are not available.

**Projected mid-year school-age population aged 12 residing in Hong Kong by district  
from 2022 to 2030**

Districts	2022	2023	2024	2025	2026	2027	2028	2029	2030
Central & Western	1 600	1 700	1 500	1 300	1 300	1 400	1 100	1 300	-
Wan Chai	1 200	1 400	1 100	900	900	800	800	900	-
Eastern	4 100	5 100	4 800	3 900	3 600	4 300	3 500	3 500	-
Southern	2 200	2 500	2 400	2 100	2 100	2 100	2 100	1 800	-
Sham Shui Po	4 200	4 900	5 000	4 000	4 000	4 100	4 200	4 000	-
Yau Tsim Mong	2 400	2 300	2 500	2 200	2 100	1 900	1 700	2 100	-
Kowloon City	3 300	3 800	3 900	3 100	2 900	3 500	3 200	3 100	-
Wong Tai Sin	3 600	3 800	3 800	3 300	2 800	3 300	3 300	3 300	-
Kwun Tong	6 600	7 100	6 700	6 600	5 800	6 100	6 200	5 800	-
Tsuen Wan	2 100	2 800	2 400	2 200	2 300	2 500	2 300	2 100	-
Tuen Mun	4 200	5 000	4 800	4 400	4 000	4 500	4 400	4 700	-
Yuen Long	5 500	6 500	6 200	5 200	5 000	5 700	5 800	5 400	-
North	3 300	3 500	3 300	3 200	3 100	3 500	3 500	3 800	-
Tai Po	2 800	2 800	2 900	2 600	2 400	2 500	2 500	2 600	-
Sha Tin	6 400	7 200	6 800	5 600	5 300	5 800	5 300	5 100	-
Sai Kung	3 900	4 400	4 400	3 700	3 900	4 200	4 100	3 700	-
Islands	1 700	1 900	2 200	2 100	2 200	2 400	2 300	2 300	-
Kwai Tsing	4 200	4 800	4 700	3 900	4 000	4 300	4 800	4 500	-
<b>All districts</b>	<b>63 100</b>	<b>71 600</b>	<b>69 500</b>	<b>60 000</b>	<b>57 800</b>	<b>62 700</b>	<b>61 000</b>	<b>60 100</b>	<b>55 900</b>

- 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 12 are considered suitable for secondary education (i.e. Secondary One).
  3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 12 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 or over the age of 12 may also enrol for Secondary One).
  4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
  5. Mid-year projected figures by district for 2030 are not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB022**

**(Question Serial No. 0816)**

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) What are the Government's expenditures and measures involved in promoting Chinese history education, national education and national security education in kindergartens, primary and secondary schools and post-secondary institutions in the past 2 years?
- (2) The Government has been promoting national education and national security education in kindergartens, primary and secondary schools and post-secondary institutions in the past 2 years. Regarding training for teachers, what are the expenditures, measures, course providers, organisations receiving training and the number of trainees involved?
- (3) How many complaints or reported cases involving teachers suspected of violating the National Security Law have been received by the Government in the past 2 years? Among these cases, how many are under investigation and how many have completed investigation? What are the results of the investigation?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 1)

Reply:

(1) and (2)

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development in different aspects, the Constitution and the Basic Law, and the aspect of national security education (NSE), etc. 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' effective planning and promotion of national education and NSE within and beyond the classroom, so that teachers and students can gain

a better understanding of our country's history and development, as well as the importance of national security, and develop a sense of national identity.

### Curriculum development

Over the past 2 years, the EDB has continuously strengthened the education on Chinese history, as well as the education on the Constitution and the Basic Law, including the aspects of NSE. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two from the 2021/22 school year, enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the holistic planning of and the whole-school involvement in promoting NSE, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for reference by primary and secondary schools in the territory. The senior secondary Citizenship and Social Development (CS) has replaced Liberal Studies starting from Secondary Four in the 2021/22 school year. The content of the CS curriculum is closely related to our country's development, which aims to facilitate students' comprehensive and accurate understanding of topics relating to our country, the Constitution, the Basic Law, as well as the national flag, the national emblem, the national anthem and national security; and to develop their sense of national identity. In 2021, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together.

### Learning & teaching resources

As an ongoing effort, the EDB has been providing a variety of learning and teaching resources. These include online self-learning programmes on the Basic Law, the theme-based resources webpage of "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" and online games. Moreover, the newly developed "National Education One-stop Portal", which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of relevant learning and teaching resources by teachers and students. The EDB also organises diversified student activities on an ongoing basis, such as the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, the Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, the Chinese Classic Sayings campaign, the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on

National Security, the Online Quiz Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities was overwhelming. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar. The expenditure on the above items is subsumed under the EDB’s recurrent expenditure, and no breakdown is available.

### Training for teachers

The EDB continues to arrange holistic and structured training activities in different modes for teachers, such as the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, the Online Knowledge Enrichment Programmes on “Understanding Our Country” and “NSE”, and workshops on national flag raising ceremony. The EDB has also organised the Onsite Teacher Workshop on NSE for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop and overwhelming response was received.

Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. Moreover, there are also Mainland study tours of 3 to 4 days to provide teachers with first-hand observation and experience through school visits, professional exchanges with Mainland teachers, as well as visits to enterprises and cultural sites, so that they can gain deeper understanding of the latest development of our country to widen their horizons, and come to know the opportunities brought to Hong Kong and how Hong Kong can make contribution. However, owing to the COVID-19 pandemic, all Mainland exchange programmes organised or subsidised by the EDB have been suspended or postponed since the end of January 2020. In the 2022/23 school year, the EDB will continue to organise the above training activities and provide sufficient training places for teachers of all primary and secondary schools offering the local curriculum in the territory.

### Life-wide learning activities

The EDB organises diversified student activities on an on-going basis, such as quiz competition, training programmes, thematic seminars, visits, workshops on national flag raising ceremony; and provides schools with the National Education – Event Planning Calendar. Starting from 1 January 2022, schools must display the national flag and the regional flag as well as play and sing the national anthem on each school day and specified days. Apart from that, schools are encouraged to arrange for the display of the national flag and the regional flag, playing and singing of the national anthem, and organisation of related school-based learning activities on other important days such as the Constitution Day and the Commemoration Day for the promulgation of the Basic Law. The EDB is working to enhance and develop more Mainland exchange programmes for students with diverse themes and is starting the preparation for Mainland study tour under the senior secondary CS curriculum. Upon easing of the pandemic situation and resumption of quarantine-free travel, the EDB will also continue to organise Mainland exchange programmes for students, covering diverse themes and different destinations, and subsidise those organised by schools to enable 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.

#### Administration and education guidelines

The 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, and report on the implementation situation of school-based measures in these regards.

#### Post-secondary institutions

For post-secondary institutions, the EDB respects their autonomy in curriculum design and encourages them to help students acquire a full and accurate understanding of the Basic Law and “One country, Two systems” to strengthen their sense of national identity. The EDB liaises with and renders support to post-secondary institutions with regard to their statutory duty to promote NSE under the National Security Law. These institutions have organised a wide array of courses, public talks, seminars and workshops covering themes in relation to the Basic Law, governance and politics, national education and NSE. They may continue to flexibly deploy resources to take forward the promotion, education and research on such topics as the Basic Law, “One country, Two systems” and national security. A breakdown of the expenditure involved is not available.

Each of the above items complements one another and proceeds in parallel. As the annual estimates and expenditure are subsumed under the EDB’s recurrent expenditure, no breakdown is available.

(3)

The EDB attaches great importance to teachers’ professional conduct. If a teacher is involved in an act of professional misconduct, the EDB will seriously follow up the case. We will give full consideration to the facts and evidence as well as the teacher’s representations and review his/her registration status in accordance with the Education Ordinance. In the past 2 years (from January 2020 to December 2021), the EDB received a total of 265 complaints or reports about suspected violation of professional conduct of teachers. We have largely completed the investigation of 218 out of these cases, of which 85 are found unsubstantiated. Given the extensive coverage and unique nature of these cases, with quite a number of them involving multiple allegations, we do not categorise the cases by type. Hence, the data on the cases in question is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB023**

**(Question Serial No. 0817)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

- (1) What are the manpower and expenditures involved in the various initiatives to promote Science, Technology, Engineering and Mathematics (STEM) education in primary schools, secondary schools and post-secondary institutions in the past 3 years?
- (2) Regarding the support to primary schools, secondary schools and post-secondary institutions in switching to online teaching mode (online lessons), please advise of the measures taken by the Government in the past 2 years, the targets of support, as well as the manpower and expenditures involved; and
- (3) Regarding the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support, please provide the numbers of participating schools and student beneficiaries, and the expenditures and manpower involved as at 31 January 2022.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 2)

Reply:

(1) to (3)

STEM Education

The Education Bureau (EDB) has been committed to promoting STEM education in primary and secondary schools in recent years. Schools are strongly encouraged to adopt a cross-disciplinary approach in the Science, Technology and Mathematics Education Key Learning Areas and the primary General Studies curriculum to strengthen “hands-on and minds-on” activities both inside and beyond the classroom. This is to enhance students’ ability in integrating and applying STEM-related knowledge and skills to solve daily life problems, thereby nurturing their creativity and problem-solving skills as well as their innovativeness. STEM education is for all students. The EDB has implemented a number of recommendations put forward by the Task Force on Review of School

Curriculum, including setting up the “Standing Committee on STEM Education”, updating curriculum, enhancing teacher training and providing resource support, to further promote STEM education.

The EDB encourages schools to make good use of various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, and effectively deploy different resources to promote STEM education taking into account school context and students’ needs. In addition, starting from the 2019/20 school year, the EDB has provided a recurrent Life-wide Learning Grant with an annual provision of \$900 million for public sector and Direct Subsidy Scheme schools to support them in taking forward more life-wide learning activities, including STEM-related learning activities. Schools are encouraged to use the grant to organise diversified learning activities, including community service activities in which students can apply STEM knowledge, so as to cultivate their positive values and attitudes of “empathy”, “caring for others” and caring about society through STEM learning. Schools may also obtain additional resources to develop STEM education through applying for funding from the Quality Education Fund (QEF). The QEF has included STEM education 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, including the development of school-based STEM education. From the 2018/19 to 2020/21 school years, the QEF has approved around 840 projects related to IT education and STEM education through the Priority Themes Funding Programme and the Dedicated Funding Programme for Publicly-funded Schools, with a total funding of over \$800 million.

### Blended Mode of Learning

Regarding primary and secondary schools, the EDB has been enhancing schools’ information technology (IT) environment in terms of hardware, resources, teacher training, etc., thus enabling 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 IT to enhance learning and teaching effectiveness. The EDB provides schools with various subsidies, such as the Composite Information Technology Grant (CITG) and the Information Technology Staffing Support Grant (ITSSG). Schools may, having regard to the operational needs related IT in education, flexibly deploy the subsidies to purchase different software and hardware for online teaching, procure information security services, and strengthen IT staffing support. In the 2021/22 school year, the rate of the CITG for each school ranged from \$261,521 to \$853,251, depending on the school type and the number of classes, while the funding amount for ITSSG was \$321,796. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

On top of the above grants, the 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. The EDB has also set up a platform and dedicated webpage with the Hong Kong Education City to provide a series of learning and teaching resources. The

expenditure involved in the provision of the above training and support services is absorbed by the resources of the EDB.

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of electronic devices, the 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.

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. In the 2021/22 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 2022, the Scheme benefited about 175 600 families and the expenditure involved was about \$237 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, the 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.

The QEF has implemented a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme) starting from the 2021/22 school year. 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 QEF has reserved \$1.5 billion for this 3-year Funding Programme and it is expected to benefit 310 000 students. In the 2021/22 school year, about 710 schools have participated in the Funding Programme so far. The applications are now being processed, and the number of student beneficiaries

and details of the expenditure involved are not available for the time being. The administrative expenditure involved is absorbed by the resources of the EDB.

In addition, the QEF has allocated \$500 million to set up the Quality Education Fund e-Learning Ancillary Facilities Programme (the Programme) in support of new e-learning initiatives. 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 Programme has been launched this school year.

### STEM Programmes in Post-secondary Institutions

As regards post-secondary institutions, the University Grants Committee (UGC)-funded universities have been actively promoting STEM education in recent years, including offering more STEM-related programmes and student places. In the course of the Planning Exercise for the 2022/23 to 2024/25 triennium (2022-25 triennium) conducted last year, the universities responded positively to the social trend and proposed introducing more than ten STEM-related undergraduate programmes as well as innovative transdisciplinary programmes (e.g. financial technology, arts technology, education technology and digital humanities) which blend in elements of technology to other disciplines with a view to nurturing STEM talents who are well-versed in multi-disciplinary knowledge. The Hong Kong Polytechnic University also plans to designate artificial intelligence and data analytics as integral parts of the interdisciplinary elements to be incorporated into the curricula of all undergraduate programmes. With the gradual implementation of the above initiatives, the total number of STEM-related first-year first-degree student intake places will be further increased from over 5 100 at present to over 5 300 in the 2022-25 triennium, thereby nurturing more STEM talents for Hong Kong. The UGC allocates recurrent grants to the eight UGC-funded universities in the form of a block grant. As universities can flexibly deploy the grants to finance different expenditures, a breakdown of the expenditure involved in promoting STEM education is not available.

In addition, the UGC has implemented the Targeted Taught Postgraduate Programmes Fellowships Scheme (the Fellowships Scheme) on a pilot basis for five cohorts starting from the 2020/21 academic year, providing 500 fellowship places in the first cohort and 1 000 per cohort thereafter. The Fellowships Scheme offers fellowships to local students pursuing targeted taught postgraduate (TPg) programmes at the eight UGC-funded universities, with a view to attracting 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 interdisciplinary programmes that are beneficial to the society. Many of these programmes are STEM-related, such as engineering, financial technology and data science. Funding for the Fellowships Scheme is provided outside of the block grant. About \$100 million in fellowships has been disbursed to the first two cohort of students pursuing STEM-related programmes.

With regard to the self-financing post-secondary education sector, the EDB launched the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education with a funding of \$1.26 billion in December 2020 to support eligible self-financing post-secondary institutions to develop and enhance programmes that meet market needs but require high start-up costs. In 2020-21, 6 projects were approved with a total grant of about \$137 million, of which approximately \$55 million was approved for three projects covering STEM-related programmes in the areas of financial technology, arts technology and innovative technology.

Moreover, the Government launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) through the EDB to encourage the self-financing post-secondary education sector to offer programmes in selected disciplines, including STEM-related disciplines to nurture talent in support of specific industries with keen demand for human resources. The subsidies disbursed for programmes in disciplines related to architecture and engineering, computer science, financial technology, as well as testing and certification for the 2019/20, 2020/21 and 2021/22 (as at February 2022) academic years amounted to about \$92 million, \$84 million and \$79 million respectively.

#### Online Learning in Post-secondary Institutions

During the first wave of the COVID-19 epidemic, the universities had quickly and widely switched to online teaching in February 2020 by flexibly deploying the block grants. In view of the on-going epidemic and its far-reaching impact on higher education, the UGC and the Quality Assurance Council have provided an additional special funding of \$165 million for promoting the strategic development of virtual teaching and learning to benefit more students and teaching staff participating in virtual teaching.

As for the self-financing post-secondary sector, the Quality Enhancement Support Scheme under the Self-financing Post-secondary Education Fund approved a total of 15 projects related to online teaching and learning/technology-supported teaching in 2019-20 and 2020-21 rounds of applications, with a total grant of about \$60 million.

To ease the financial pressure and cash flow problems of the self-financing post-secondary education sector and help institutions maintain the quality of education amid the epidemic (for example, by implementing e-learning), the EDB twice provided interest-free deferral of loan repayment for 2 years for self-financing post-secondary institutions under the Start-up Loan Scheme, in April 2020 and February 2022 respectively.

- End -

**CONTROLLING OFFICER'S REPLY****EDB024****(Question Serial No. 0818)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

- (1) Please set out in tabular form the staff establishment of the Education Bureau (EDB) as follows:

Grade/Section	Establishment	Actual number of staff	Number of staff who have attained a Postgraduate Diploma in Education	Number of staff with frontline teaching experience	Major areas of work
e.g. Administrative Officer					

- (2) In the past 3 years, did the EDB invite the Efficiency Office to serve as management consultant to enhance and upgrade its service delivery? If yes, what are the details, and the manpower and expenditure involved?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 3)Reply:

- (1) The Education Bureau (EDB) is not merely a provider of educational resources, but also the policy maker and administrator of education. It plays the role of a regulator at the same time. Its various divisions are responsible for formulating, preparing, taking forward, reviewing and providing internal support services in various aspects from the education system to school governance, curriculum design to student assessment, and teachers' quality to students' nurturing. In addition, the EDB provides education service to students through its direct operation of 65 government schools. As a policy bureau, the EDB also monitors the services provided by the University Grants Committee, the Student Finance Office, the Hong Kong

Examinations and Assessment Authority, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the Vocational Training Council, with a view to providing quality education and nurturing our young people into quality citizens.

Regarding the EDB's establishment, it is estimated that as at 31 March 2022, there will be 6 477 posts, comprising 39 directorate posts and 6 438 non-directorate posts (including 3 876 posts in government schools). As at 1 March 2022, the major areas of work, and the actual number, qualifications and experience of the EDB staff by grades are detailed as follows:

<b>Grade</b>	<b>Major areas of work</b>	<b>Actual number of staff (as at 1 March 2022)</b>	<b>Number of staff who have attained a Postgraduate Diploma in Education</b>	<b>Number of staff with frontline teaching experience before appointment</b>
Education grades	Covering 9 grades, including: <ul style="list-style-type: none"> <li>• Directorate officer</li> <li>• Primary School Master/Mistress, Education Officer and Certificated Master/Mistress, responsible for providing direct education service at government schools</li> <li>• Inspector (Graduate), Education Officer (Administration), Specialist (Education Services), Education Assistant and Inspector (Non-Graduate), responsible for formulating, implementing and monitoring education-related policies, plans and services at the EDB headquarters</li> </ul>	3 692	3 553 <sup>Note 1</sup>	3 553 <sup>Note 2</sup>
General and common grades	Covering 37 grades, including: <ul style="list-style-type: none"> <li>• Directorate officer</li> <li>• Speech Therapist, responsible for providing support and frontline service at government schools</li> <li>• Clerical Officer, Clerical Assistant and Laboratory Technician, responsible for providing services at</li> </ul>	1 413	Not applicable	Not applicable



<b>Grade</b>	<b>Major areas of work</b>	<b>Actual number of staff (as at 1 March 2022)</b>	<b>Number of staff who have attained a Postgraduate Diploma in Education</b>	<b>Number of staff with frontline teaching experience before appointment</b>
	government schools and the EDB headquarters <ul style="list-style-type: none"> <li>Executive Officer, Analyst/Programmer, Accounting Officer, Personal Secretary, Statistical Officer, Clerk of Works, Administrative Officer, Treasury Accountant, Maintenance Surveyor, Supplies Supervisor, etc., responsible for formulating policies and handling administrative matters at the EDB headquarters</li> </ul>			
Model Scale 1 grades	Covering 2 grades, including: <ul style="list-style-type: none"> <li>Workshop Attendant, responsible for providing general support service at government schools</li> <li>Workman II, responsible for providing logistics support at government schools and the EDB headquarters</li> </ul>	309	Not applicable	Not applicable

Note 1: All members of the education grades possess a recognised teacher training qualification; possession of a bachelor's degree however is not a compulsory entry requirement for some grades.

Note 2: Possession of certain years of related working experience after attainment of a bachelor's degree is a general entry requirement for the education grades. In order to attract more potential candidates into the education profession, the EDB has started to accept recruitment applications from fresh university graduates in recent years.

- (2) Although the EDB had not engaged the Efficiency Office (EO) to serve as management consultant in the past 3 years, it continuously seeks to enhance efficiency and service quality through streamlining procedures and business process re-engineering. To this end, the EDB has all along been maintaining a close dialogue

with the EO through, for example, inviting the EO to share with its directorate officers experiences and good practices in streamlining government services and the application of innovation and technology, with a view to further enhancing as well as improving the convenience, efficiency and transparency of its services.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB025**

**(Question Serial No. 0822)**

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 Training and Support Scheme provides flexible and diversified pathways for young people with different aspirations and abilities. In this connection, please provide the following information:

- (1) The number of students benefitted from the Scheme over the years;
- (2) The percentage of trainees who have completed their training under the Scheme and taken up jobs in relevant industries; and
- (3) whether the scope of the Scheme will be expanded to help young people secure employment in the Greater Bay Area in the future.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.:8)

Reply:

- (1) The Government has been implementing the Pilot Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised the TSS from the 2019/20 academic year. The TSS has benefited more than 7 600 trainees (figure as at 28 February 2022) since its commencement in 2014.
- (2) The VTC conducts regular tracking surveys to interview TSS graduate trainees who have completed their apprenticeship training. In the past 4 years, on average, about 90% of surveyed trainees continued to work in the same industry after completing the relevant training under the TSS, and around 80% of them were employed by the same enterprise offering the internship.
- (3) Over the years, the VTC has been committed to collaborating with provincial and municipal authorities, institutions and the relevant bodies and organisations providing Vocational and Professional Education and Training (VPET) in the Mainland, including the Greater Bay Area (GBA), so as to provide the young people of Hong Kong with a wide variety of student exchange, internship and training activities,

thereby opening up more opportunities for them to visit the GBA and gain first-hand experience of the work culture there. These can help them obtain a better grasp of the labour market and career prospects in the Mainland, seize opportunities when they arise, and prepare themselves for pursuing further studies, employment and a career in the GBA in the future.

Starting from the 2020/21 academic year, the Government has provided the VTC with a non-recurrent funding for 3 years to implement the Pilot International Study Programme (ISP), which supports around 180 trainees each year to take part in study and exchange programmes, attend short-term skills and practical courses and visit local institutions/enterprises in the Guangdong-Hong Kong-Macao GBA and overseas countries, thereby enabling them to gain a better understanding of the technology developments in relevant industries and the implementation of VPET in different regions. The VTC has set up a project team to work out the details of the programme, brief and consult the industries concerned and gather the views of employers on the programme. While employers were generally supportive of their trainees joining the Pilot ISP, planned study and exchange tours could not proceed as scheduled due to the severity of the epidemic. Given the situation, the Financial Secretary has announced earlier in the 2022-23 Budget that the aforementioned pilot schemes will be extended for 2 years to benefit more students. The VTC will, insofar as circumstances permitted, organise local and virtual exchange activities in their stead, so as to give the participating trainees some learning experiences prior to the physical exchanges to be held at a later date.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB026**

**(Question Serial No. 0825)**

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 special education,

- (1) What is the expenditure on research to enhance special education in Hong Kong? What are the results?
- (2) The percentage of special school teachers with both professional qualification for teachers and special education training qualification remained at 70% in the past 2 years. What is the percentage share of teachers with special education qualification in primary and secondary schools in Hong Kong at present? What is the relevant training expenditure?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 7)

Reply:

(1)

The current-term Government is committed to catering for students with special educational needs (SEN). The annual expenditure on integrated education (IE) has increased from about \$1.5 billion to about \$3.7 billion and the annual expenditure on special education has increased from about \$2.5 billion to about \$3.6 billion. A number of measures have been taken forward progressively, and the operation has been generally smooth with satisfactory outcomes. We will keep the implementation of IE and special education under constant review and gauge the views of different stakeholders. We will also continue to improve various measures through daily communication with schools to gain a better understanding of their deployment of resources and exchange of experience with other countries or regions, etc.

(2)

To enhance schools' effectiveness in implementing IE, the Education Bureau (EDB) provides serving teachers with structured training courses pitched at basic, advanced and thematic levels (BAT Courses) to enhance their professional capacity in catering for

students with SEN. The EDB requires each public sector ordinary school to arrange teachers to receive training in a systematic manner and to have at least 15% to 25% of teachers completed the 30-hour Basic Course before the end of the 2019/20 school year. In the 2020/21 school year, about 43% and 34% of teachers in public sector ordinary primary and secondary schools respectively received 30 hours of basic or higher level training in special education, while about 73% of teachers in aided special schools received training in special education. As the 2021/22 school year has not yet come to a close, relevant figures are not available.

To enhance the training of teachers for supporting students with SEN, we have further raised the training targets from the 2021/22 school year, requiring each public sector ordinary school to have at least 80% of teachers having completed the Basic Course by the end of the 2026/27 school year.

Apart from the BAT Courses, the EDB has organised various types of training programmes on special education, having considered the training needs of teachers, such as the Professional Development Programme for Mental Health (2017/18 to 2020/21 school years) and the Professional Development Programme for Special Educational Needs Coordinators (SENCOs) (since the 2018/19 school year). Starting from the 2021/22 school year, the Professional Development Programme for Mental Health has been incorporated into the Thematic Courses in the BAT Courses to enhance the integrity of the BAT Courses and to further facilitate the promotion of students' mental health in schools. Besides, in addition to the training in special education (e.g. the BAT Courses), new SENCOs are required to complete the Professional Development Programme for SENCOs within the first 2 school years of service in order to enhance their professional effectiveness.

In the 2021/22 school year, the revised estimated expenditure on professional development programmes and various types of training activities to support students with SEN is about \$76.9 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB027**

**(Question Serial No. 0563)**

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:

One of the matters requiring the Education Bureau's special attention in 2022-23 is to "provide various support measures to further promote Applied Learning". In this connection, would the Government inform this Committee:

- (a) of the specific details of "various support measures" as well as the expenditure for each of these measure in the 2022/23 school year; and
- (b) whether the Bureau will adopt measures to tailor the contents of Applied Learning courses more closely to the job requirements of various trades in order to make it easier for school leavers to get employed, and whether it has set aside any provisions for these measures; if so, of the expenditure for each measure; if not, the reasons for that.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 5)

Reply:

(a) and (b)

The Education Bureau (EDB) is further promoting Applied Learning (ApL) as a valued senior secondary elective subject which is linked to professional and vocational fields with a dual emphasis on practice and theory. ApL courses develop students' knowledge, generic skills, positive values and attitudes through providing simulated or authentic contexts to prepare them for further studies and work in the future. The EDB has implemented various support measures including providing students with more diversified courses, offering ApL courses early at Secondary 4, relaxing the funding eligibility for students taking ApL as the fourth elective subject, and offering Taster Programmes of ApL at the junior secondary level to broaden students' learning experiences and facilitate their all-round development, so that they are better prepared for further studies and work. In addition, we have provided Extension Programmes of relevant ApL courses to enhance students' workplace experience, and 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 reference on the EDB website at <https://www.edb.gov.hk/en/apl/ref-and-resources>.

The EDB provides the Diversity Learning Grant for ApL and the Student Grant for Applied Learning Chinese (ApL(C)) (for non-Chinese speaking (NCS) students) for public sector and Direct Subsidy Scheme secondary schools to support them in offering ApL courses and ApL(C) (for NCS students) courses respectively, thereby supporting students to take these courses. In the 2022/23 school year, the respective estimated expenditure on the Diversity Learning Grant for ApL and the Student Grant for ApL(C) (for NCS students) is about \$132 million and \$7.96 million.

The EDB continues to refine ApL courses and encourages course providers to strengthen the engagement of industries in curriculum development so that the learning content can keep abreast of the latest developments in different professional and vocational fields. Newly developed ApL courses in the 2022-24 cohort include “Korean Language and Culture”, “Practical Translation (CHI-ENG)”, “AI and Robotics” and “Jewellery Design in Digital Age”. The expenditure involved in these measures is included in the estimated expenditure on the Diversity Learning Grant for ApL and the Student Grant for ApL(C) (for NCS students). The expenditure on other support measures to promote ApL is subsumed under the recurrent expenditure of the EDB and a breakdown of figures is not available.

ApL courses, which cover 6 areas of studies, are becoming more diversified with the above support measures. The number of ApL courses offered has increased from 41 in the 2020- 22 cohort to 52 in the 2022-24 cohort. The EDB will continue to review and update ApL courses, listen to stakeholders’ views through close communication with the industry and the school sectors, and regularly exchange ideas with course providers, so as to enhance ApL courses in line with social, economic and technological developments and demands and cater for students’ needs for further studies and work.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB028**

**(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:

Regarding the above Programme, would the Education Bureau (EDB) please inform this Committee:

- (1) of the progress of implementing national education in various post-secondary and vocational and professional education and training (VPET) institutions in the past 3 years, including whether national education has been made a compulsory subject, the percentage of total lesson time allocated to national education, whether national education is credit-bearing, and whether assessment elements have been incorporated into the curriculum;
- (2) of the expenditure on promoting national education as a percentage of the total funding for every post-secondary and VPET institutions in the past 3 years, the percentage of staff responsible for promoting national education in each of these institutions, and whether specialists have been deployed to support the promotion work;
- (3) of the means by which the effectiveness of promoting national education in post-secondary and VPET institutions is assessed and evaluated, details of these assessments and evaluations, and in the absence of such details, the reasons for that; and
- (4) whether the EDB will take advantage of the opportunity afforded by reviewing the Post Secondary Colleges Ordinance (Cap. 320) and sub-degree education and implementing a pilot project on applied degrees, which are some of the objectives for the coming year, to give more weight and importance to the elements of national education in the existing curricula, and review the EDB's role under the existing Ordinance and within the education system with a view to strengthening its capability to promote national education; if so, of the details; if not, the reasons for that.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 5)

Reply:

(1) to (3)

All post-secondary institutions (including the Vocational Training Council (VTC) and other institutions providing vocational and professional education and training (VPET)) have the duty to nurture our young generations into citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective. They should also offer their students national security education (NSE) 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, with a view to raising students and staff members' awareness of national security and law-abidingness.

In respecting post-secondary institutions' autonomy in curriculum design, we encourage the institutions to offer students learning opportunities within and outside the classroom to enhance their awareness of our country's history, culture, constitutional order and the latest development in various areas, 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. To this end, many post-secondary institutions have been organising or planning relevant courses and activities of various modes, such as courses that carry credits or form part of the graduation requirements, thematic seminars, conferences, workshops, Mainland exchange and internship programmes, etc. The format and content of the learning activities are diversified and cover different topics of national education and NSE, including Chinese classics and culture, the constitutional order and laws of our country and Hong Kong, as well as the development of our country in various areas such as innovation and technology, economy and culture, etc.

As regards the University Grants Committee (UGC)-funded universities, the recurrent funding provided by the UGC to the universities is in the form of a block grant. The universities may flexibly deploy the resources to take forward the promotion of education and research on such topics as the Basic Law, "One Country, Two Systems" and national security. The VTC has also been implementing relevant initiatives with the Government's subvention all along. Other self-financing post-secondary institutions may also flexibly deploy their resources to implement relevant initiatives. A breakdown of the expenditure involved is not available.

The UGC has adopted the strategic direction concerning the education on the Constitution, Basic Law and National Security Law education as one of the assessment criteria in the Planning Exercise for the 2022/23 to 2024/25 triennium completed recently. The UGC-funded universities will step up their efforts in this regard, with a view to actively enhancing university students' law-abiding awareness and sense of civic duty. The Education Bureau (EDB) will continue to liaise with post-secondary institutions on issues related to the promotion of national education and NSE, and provide them with appropriate support.

(4)

The EDB will continue to proactively implement a range of initiatives, including amending the Post Secondary Colleges Ordinance (Cap. 320), conducting a review on sub-degree education, and implementing the Pilot Project on the Development of Applied Degree

Programmes, with a view to supporting the healthy and sustainable development of the self-financing post-secondary education sector alongside the publicly-funded sector as well as enhancing the promotion of VPET to provide quality, flexible and diversified pathways with multiple entry and exit points for young people with different aspirations and abilities, and to nurture manpower that meets society's ever-changing demand for talent.

The EDB plans to introduce the relevant amendment bill to Cap. 320 into the Legislative Council for scrutiny within 2022, in order to enhance the regulatory framework and improve governance of self-financing post-secondary institutions. The proposed legislative amendments will strengthen the regulatory regime governing the registration of post secondary colleges whilst ensuring their transparency and accountability in tandem with the academic and institutional governance expected of a modern higher education institution.

Looking ahead, the EDB will also explore how to make further use of various support measures to encourage self-financing institutions to enhance students' whole person development, increase their understanding of Chinese culture and the latest developments of our country, and actively raising their law-abiding awareness and sense of social responsibility by providing them with diversified learning opportunities through and beyond the curriculum.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB029**

**(Question Serial No. 0810)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In recent years, different sectors of society and the education sector have been encouraging non-Chinese speaking (NCS) students to enter for different types of Chinese Language public examinations to facilitate their mastery of the Chinese language and integration into the local community. Would the Government advise of the following:

- (1) For the 2019/20, 2020/21 and 2021/22 school years, the total number of NCS candidates entering for the Hong Kong Diploma of Secondary Education Examination (HKDSE) (Chinese Language), the number of candidates provided with the examination fee subsidy and the amount of subsidy involved;
- (2) For the 2019/20, 2020/21 and 2021/22 school years, the total number of students entering for alternative Chinese Language examinations (including the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE) and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level), the number of NCS candidates provided with the examination fee subsidy and the amount of subsidy involved;
- (3) What is the support currently provided by the Government for needy NCS students who are not attending aided schools or subsidised schools?

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 5)

Reply:

- (1) The Government paid the examination fees for school candidates (including non-Chinese speaking (NCS) school students) entering for the 2020, 2021 and 2022 Hong Kong Diploma of Secondary Education Examination (HKDSE). The number of NCS students attending public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools offering the local curriculum and entering for the HKDSE

(Chinese Language) from the 2019/20 to 2021/22 school years and the examination fee for each student are tabulated below -

<b>School Year</b>	<b>Number of NCS students attending public sector secondary schools and DSS secondary schools offering the local curriculum and entering for the HKDSE (Chinese Language)</b>	<b>Chinese Language examination fee (\$)</b>
2019/20	89	670
2020/21	111	670
2021/22	Not available yet	683

- (2) 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 Education Bureau does not collect the total number of students entering for the aforementioned non-local Chinese Language examinations. The number of subsidised entries of NCS students for the aforementioned examinations and the related expenditure from the 2019/20 to 2021/22 school years are tabulated below -

<b>School year</b>	<b>Number of subsidised entries of NCS students for non-local Chinese Language examinations</b>	<b>Actual expenditure / Estimated expenditure (\$ million)</b>
2019/20	1 863	5.14
2020/21	1 944	6.19
2021/22 (provisional estimate)	2 004	6.94

Note: Each eligible NCS student can be subsidised for up to two entries for any of the following three examinations: the GCSE (Chinese) Examination, the IGCSE (Chinese) Examination and the GCE AS-Level (Chinese) Examination; and the same arrangement is applicable for the maximum number of subsidised entries for the GCE A-Level (Chinese) Examination. The number of subsidised entries of NCS students for the non-local Chinese Language examinations may not be equal to the number of NCS students entering for these examinations.

- (3) The Government has introduced the Examination Fee Remission Scheme to grant examination fee remission to eligible needy school candidates (including school

candidates attending private schools offering the local curriculum) entering for the HKDSE and the non-local Chinese Language examinations in (2) above. Eligible school candidates who pass the means test will be granted full or half fee remission.

- End -

**CONTROLLING OFFICER'S REPLY****EDB030****(Question Serial No. 0532)**

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 managing teachers' professional conduct and continuing professional development, please provide the following information:

- (1) What were the number of complaints about professional misconduct of teachers received respectively by the Education Bureau (EDB) and the Council on Professional Conduct in Education in the past 3 years; the number of cases where investigation had been completed with judgments handed down or sanctions imposed; and the number of cases related to the anti-extradition bill riot in 2019? The EDB mentioned earlier that in order to narrow the gap between reprimand and "disqualification for life", when cancelling the registration of a teacher for professional misconduct, it would stipulate a period of time during which it would not consider said teacher's application for re-registration. In this connection, among teachers whose registration were cancelled in the past 3 years, how many of them were disqualified for a stipulated period of time (i.e. "time-limited disqualification") and how long was that period? How many disqualifications were imposed without a time limit (i.e. "lifetime disqualification") and how many of these cases were related to the anti-extradition bill riot in 2019?
- (2) How many teachers had their teacher registration cancelled due to being convicted of an offence punishable by imprisonment? How many of these cases were related to the anti-extradition bill riot in 2019?
- (3) With respect to ensuring and enhancing teachers' professional conduct, please give an overview of the EDB's initiatives on (i) training for newly-joined teachers; (ii) training for in-service teachers; (iii) enhanced arrangements of training for promotion; and (iv) promoting the Professional Standards for Principals and Teachers (i.e. T-standard<sup>+</sup>); the effectiveness of these initiatives; and the number of teachers who received the relevant training.

- (4) Starting from the 2022/23 school year, all newly appointed teachers in public sector schools are required to pass the Basic Law Test (BLT) in order to be considered for appointment. What were the number and passing rate of teachers sitting the first BLT in the 2021/22 school year? How many teachers applied to take the second BLT? When will the EDB extend the BLT requirement to other schools, or make having attained a pass in the BLT a condition for teacher registration?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 5)

Reply:

(1) and (2)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct. If a teacher is found to have committed a serious offence or an act of ethical or professional misconduct, the EDB will follow up the case seriously in accordance with the Education Ordinance. For serious cases, the registration of the teacher concerned may be cancelled. In light of the severity of the cases, the EDB will issue reprimand or warning letters to remind the teachers concerned that the 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.

In the past 3 years (from January 2019 to December 2021), the EDB received a total of 445 complaints about suspected professional misconduct of teachers. 344 complaints received between mid-June 2019 and end-December 2021 were related to the social turmoil in 2019. 3 teachers had their registration cancelled after being sentenced to prison terms due to their involvement in the social turmoil in 2019. The relevant figures are tabulated below:

	Complaints about suspected professional misconduct of teachers from 2019 to 2021	Complaints in relation to the social turmoil in 2019
No. of complaints received	445	344
No. of investigations completed (Note 1)	392	311
No. of unsubstantiated cases	157	122
No. of substantiated cases (Note 2)	235	189
Follow-up actions (Note 3)		
Cancellation of teacher registration pursuant to the Education Ordinance (Note 4)	7	6
Reprimand letter	50	50
Warning letter	71	59
Written advice	45	39
Verbal reminder	37	37
No follow-ups required on grounds such as the teachers concerned are not registered/permitted teachers	6	2



- Note 1: The EDB is actively following up on outstanding cases, including those pending completion of judicial proceedings, those that are relatively complicated in nature (involving more than 1 allegation/teacher), and those pending schools' submission of supplementary information, etc.
- Note 2: Some cases involved more than 1 teacher.
- Note 3: Figures reflect the situation as at end-February 2022. For substantiated cases, the EDB will allow the teachers concerned to submit representations in accordance with the established procedures prior to taking appropriate follow-up actions upon thorough consideration.
- Note 4: 3 teachers were sentenced to prison terms for their involvement in the social turmoil in 2019.

Over the past 3 years (from January 2019 to December 2021), the Council on Professional Conduct in Education (CPC) received 85 complaints about professional misconduct of teachers. 65 of these cases had been closed, of which 1 was found unsubstantiated, 28 were not filed, 2 were not accepted, 29 required no follow-ups and 5 were withdrawn. Among the closed cases, 2 were related to the social turmoil in 2019, of which 1 was not filed and the other one was withdrawn.

Pursuant to the Education Ordinance, once the teacher registration is cancelled, the teacher concerned shall not teach in or enter a school. Some commented that there is a wide difference between reprimand and cancellation of registration. Some suggested that the EDB should explore other forms of punishment such as introducing a specified period in the cancellation of teacher registration. At a meeting of the Legislative Council Panel on Education in May 2021, the EDB said that it would consider introducing a specified period in the cancellation of teacher registration. If the teachers concerned can provide strong justifications and concrete evidence to prove that they have changed for the better and become fit and proper to be teachers again, the EDB may consider their applications for re-registration. However, for teachers with serious misconduct, we will firmly adhere to the practice of “disqualification for life” in order to ensure the safety of students. So far, there are yet to be cases involving cancelling teacher registration for a specified period of time. Those teachers who have had their registration cancelled are generally considered being “disqualified for life”.

(3)

The “T-standard<sup>+</sup>” was officially introduced in September 2018. The EDB has been facilitating principals and teachers to understand their professional roles proposed under the “T-standard<sup>+</sup>”, and encouraging them to reflect on and uphold professional ethics, engage in professional development planning and pursue excellence via a wide variety of professional development activities, including talks, workshops and joint school staff development days, as well as video clips, information pamphlets and websites. Since 2018, the EDB has organised 20 professional development activities with attendance of over 5 600 teachers and principals. Participants found these activities helpful in facilitating their reflection on their professional roles and fostering professional growth.

Moreover, starting from the 2020/21 school year, the EDB has included contents about the Constitution, the Basic Law and national security education in the core training programmes for newly-joined teachers and teachers aspiring for promotion. Experienced legal experts and academics have been invited to be speakers of these programmes. Through interaction and exchanges with teachers, relevant topics have been explored in more concrete terms. The core training programmes also include contents about “Teachers’ Professional Identity” and “Teachers’ Professional Learning”, both developed based on the “T-standard<sup>+</sup>”, to

facilitate teachers in reflecting on their professional roles and sharing experience on case studies.

The above training programmes have been rolled out since November 2020. Up to January 2022, the EDB has organised 20 training programmes on the Constitution, the Basic Law and national security education for around 5 000 newly-joined and in-service teachers as well as teachers aspiring for promotion. Since the rolling out, positive feedback has been received from the school sector commenting that the programmes have enhanced teachers' understanding of the relevant legislations, "One Country, Two Systems" and the development of our country, as well as clearing up some misunderstandings. These programmes have also enabled teachers to become a role model in class and in daily life, to inspire students and to guide them to respect and obey the law and reinforce the rule of law. As at January 2022, more than 4 100 newly-joined teachers and teachers aspiring for promotion have participated in the "Teachers' Professional Identity" and "Teachers' Professional Learning" workshops. The feedback was positive, with the participants commenting that the workshops helped them come to grips with the "T-standard" and the professional roles portrayed in the framework, develop their professional ethics, improve their leadership abilities, and deepen their understanding of education policies, national development and school administration. The core training programmes also include an approximately 4-day Mainland study tour. These study tours, however, have been postponed due to the pandemic.

(4)

Starting from the 2022/23 school year, newly-appointed teachers in all public sector schools are required to pass the Basic Law Test (BLT) in order to be considered for appointment. In this connection, the EDB conducts two rounds of the BLT for teachers on a pilot basis. The first round was held on 8 January 2022. Around 5 400 teachers sat for the test and the attendance rate was about 80%. The second round of the BLT originally scheduled for 26 February 2022, with around 6 000 teachers had signed up for it, has been postponed due to the epidemic. Details will be announced after the Easter holidays. The EDB will closely monitor the epidemic situation and move in step with the development of the overall anti-epidemic measures in Hong Kong for the arrangement of the test.

Given that the candidates taking the first round of the BLT conducted by the EDB come from different backgrounds and are not limited to teachers on transfer or prospective teachers, in order to avoid misunderstanding, we consider it inappropriate to release the test results.

For the content and format of the BLT, the EDB has drawn reference to the arrangements of the BLT conducted by the Civil Service Bureau (CSB). The CSB is currently updating the relevant test for civil service recruitment. The EDB will draw reference to the experience and views of the CSB upon the launch of the updated test, and draw up the arrangement for teachers in and after the 2023/24 school year. In parallel, we will also consider progressively extending the relevant requirement to other schools (such as schools joining the Direct Subsidy Scheme, kindergartens joining the kindergarten education scheme, etc.) and other teachers.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB031**

**(Question Serial No. 0533)**

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:

Regarding the work on quality assurance of teaching and learning of the subjects of Liberal Studies (LS subject) and Citizenship and Social Development (CSD subject), please provide the following information:

- (1) The numbers of inspections and curriculum development visits conducted by the Education Bureau (EDB) in respect of the teaching and learning of the LS subject and the CSD subject in 2019, 2020 and 2021;
- (2) An overview of the EDB's work in promoting the CSD subject and assuring the quality of teachers as well as the teaching and learning of the subject;
- (3) Given that there are still students studying senior secondary LS subject, what measures has the EDB taken to assure the quality of teachers as well as the teaching and learning of the subject, and to assist LS subject teachers in teaching other subjects? Has any corresponding adjustment been made to the admission quotas of and the amount of subsidies for LS subject teacher training programmes in various universities?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 6)

Reply:

(1)

As the policy maker, administrator and regulator of education, the Education Bureau (EDB) continuously seeks to understand and monitor the quality of learning and teaching of schools through channels such as inspections (including external school reviews (ESRs) and focus inspections (FIs)) and curriculum development visits. When conducting ESRs, inspectors will review the whole-school curriculum arrangements (including the implementation of major curriculum reforms and initiatives) and make recommendations for improvement in respect of school curriculum planning with a view to facilitating self-improvement and upholding the spirit of accountability in schools. To strengthen the monitoring of teaching quality of the subjects of Liberal Studies (LS) and Citizenship and

Social Development (CS), the EDB has synergised internal resources from the 2019/20 to 2021/22 school years by merging FIs and curriculum development visits of the two subjects. The foci are on how schools achieve the aims and objectives of the LS curriculum, and how they are preparing for and taking forward the implementation of CS starting from Secondary Four in the 2021/22 school year. Since the 2019/20 school year, face-to-face classes in schools have been suspended from time to time in view of the epidemic, resulting in adjustments in the frequency of ESRs or relevant FIs and curriculum development visits. However, in response to society's expectations and concerns that we should get CS back on track to restore the intended curriculum aims, the EDB has conducted FIs in secondary schools soon after the implementation of the subject in the 2021/22 school year. Inspectors seek to review how schools plan and implement CS as early as possible by observing lessons, reviewing teaching and learning resources as well as samples of student assignments provided by schools, and having professional exchange with school personnel. From the start of the 2019/20 school year up to February 2022, the EDB has conducted 45 ESRs in secondary schools and 59 FIs for LS/CS.

(2) and (3)

In the course of taking forward CS, the EDB seeks to assure the teaching quality through various means. Apart from conducting FIs and curriculum development visits, the EDB also provides ongoing support to CS teachers, by, for example, organising a variety of teacher training programmes and developing diversified learning and teaching resources for schools' reference and adoption, including presentation slides on individual topics for teachers' reference for lesson preparation. The EDB has already included CS in the textbook review mechanism. The reviewed textbooks for Secondary Four and Five, which will be included in the "Recommended Textbook List", are expected to be available in the 2022/23 school year. The "Citizenship and Social Development/Liberal Studies Web-based Resource Platform" ([ls.edb.hkedcity.net](http://ls.edb.hkedcity.net)) developed by the EDB provides teachers with diversified learning and teaching resources. Teachers may also select and aptly adapt the LS teaching materials related to CS, and use them in teaching relevant topics of CS, as well as take part in teacher training programmes applicable to both subjects. Upon the implementation of optimising measures of senior secondary core subjects, some teachers may switch to teaching other subjects, while some may have their teaching duties reassigned in light of school-based needs as well as teachers' professional backgrounds and capabilities. Schools will arrange for teachers to teach other subjects according to their professional capacities. Teachers could attend professional development programmes regularly organised by the EDB for teachers of different subjects, with a view to refreshing their knowledge and gaining new insights to strengthen their mastery of learning and teaching of the new subjects that they are going to teach.

In the meantime, Incorporated Management Committees/School Management Committees are also responsible for managing schools. There are both empowerment and accountability in school-based management. The school management has the responsibility to understand and monitor the implementation of LS/CS, including the content and quality of learning and teaching materials as well as the effectiveness of classroom learning and teaching, to ensure that teachers are implementing the curriculum according to its aims and objectives. Schools should also make appropriate arrangements at the school-based management level to assist LS teachers in switching subjects. The Curriculum and Assessment Guide of CS sets out the requirements for the curriculum management, curriculum content, learning and teaching strategies, etc. of the subject,

providing directions for follow-ups by curriculum leaders/panel chairpersons and teachers as appropriate.

Teacher education institutions (TEIs) admit students for different Key Learning Areas/subjects in accordance with the University Grants Committee's recommendation on the number of intake places to be offered. With CS replacing LS, the EDB has stepped up liaison with TEIs. In the 2021/22 academic year, TEIs ceased to offer teacher education (TE) programmes for LS. For students currently enrolled in LS-related TE programmes, TEIs have made arrangements as appropriate to accommodate the new curriculum development by, for example, adjusting the course content or arranging for these students to enrol in other subject disciplines. The EDB will continue to liaise closely with all TEIs to provide TE programmes as appropriate in response to the needs of society and the development of school curriculum.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB032**

**(Question Serial No. 0680)**

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 paragraph 141 of the Budget Speech, the Government will extend the trial period of the Pilot Incentive Scheme to Employers and the Pilot International Study Programme (hereinafter collectively referred to as “Earn and Learn Scheme”) under the Training and Support Scheme for 2 years. In this connection, would the Government inform this Committee of the following:

- (1) The ratios of (a) the number of programmes offered under the Earn and Learn Scheme to those offered by the Vocational Training Council (VTC), (b) the number of graduates of the Earn and Learn Scheme to those graduated from the VTC, and (c) the programme expenditures of the Earn and Learn Scheme to the total programme expenditures of the VTC in the past 2 years;
- (2) The estimated ratios of (a) the number of programmes offered under the Earn and Learn Scheme to those offered by the VTC, (b) the number of graduates of the Earn and Learn Scheme to those graduated from the VTC, and (c) the programme expenditures of the Earn and Learn Scheme to the total programme expenditures of the VTC for the next 2 years;
- (3) The durations of implementation of the two pilot schemes, and whether the Government has reviewed the effectiveness of these schemes; if it has, of the review outcomes; if not, whether it has any plan to do so;
- (4) The reasons for extending the pilot schemes for two years instead of turning them into regular schemes; and
- (5) Whether the VTC plans to offer new programmes in areas such as public health, healthcare, nursing and laboratory testing under the Earn and Learn Scheme, in view of the unpredictability associated with the epidemic; if so, of the details of the plan.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 7)

Reply:

(1) and (2)

The Government has implemented the Pilot Training and Support Scheme (the Earn and Learn Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year, which aims to attract and retain talent for specific industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. The Government also supports the VTC in implementing the Pilot Incentive Scheme to Employers (PISE) and the Pilot International Study Programme (ISP) under the Earn and Learn Scheme to promote workplace learning and assessment and broaden trainees' horizon.

The ratios of the number of relevant programmes offered under the Earn and Learn Scheme to those offered by the VTC, and the ratio of the number of graduates of the Earn and Learn Scheme to those graduated from the VTC from the 2019/20 to 2022/23 academic years are tabulated below. The VTC does not maintain breakdown figures on the expenditures involved.

<b>Percentage shares of the Earn and Learn Scheme in the following areas in relation to all the programmes offered by the VTC:</b>	<b>Academic year</b>			
	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22*</b>	<b>2022/23*</b>
(a) Number of programmes	12.1%	12.8%	14.9%	19.5%
(b) Total number of graduates	6.7%	7.5%	7.8%	8.0%

\* The 2021/22 academic year will end in August 2022. The figures for the 2021/22 and 2022/23 academic years are based on the VTC's latest projections.

(3) and (4)

The Government has launched the PISE for 3 years starting from the 2019/20 academic year, with 1 000 places on offer per year. With a subsidy of up to \$36,000 per trainee, the PISE encourages employers to conduct workplace assessment for trainees, so that the contents of training programmes can be more effectively adapted to enhance trainees' performance. The VTC has been reviewing the effectiveness of the PISE through a multi-pronged approach. Although the epidemic has hampered employers' participation in the PISE, a survey conducted by the VTC in 2020 indicated that around 90% of surveyed employers and trainees agreed that workplace assessment yielded positive outcomes. Employers were of the view that making direct assessment and observation of trainees' competencies and performance in the workplace allowed them to keep track of trainees' learning progress and make adjustments to the training contents in order to elevate their performance. Trainees also considered workplace assessment enabled them to gain a better grasp of relevant industry standards as well as improving and enhancing their workplace competencies.

Starting from the 2020/21 academic year, the Government has also provided the VTC with a non-recurrent funding for 3 years to implement the Pilot ISP, which supports around 180 trainees each year to take part in study and exchange programmes, attend short-term skills

and practical courses and visit local institutions/enterprises in the Guangdong-Hong Kong-Macao Greater Bay Area and overseas countries, thereby enabling them to gain a better understanding of the technology developments in relevant industries and the implementation of Vocational and Professional Education and Training in different regions. The VTC has set up a project team to work out the details of the programme, brief and consult the industries concerned and gather the views of employers on the programme. While employers were generally supportive of their trainees joining the Pilot ISP, planned study and exchange tours could not proceed as scheduled due to the severity of the epidemic. The VTC will, insofar as circumstances permitted, organise local and virtual exchange activities in their stead, so as to give the participating trainees some learning experiences prior to the physical exchanges to be held at a later date.

Since the implementation of the two pilot schemes under the Earn and Learn Scheme has been disrupted by the epidemic to varying extents, the Government has decided to extend the schemes for 2 years in order to benefit more students and conduct a more comprehensive review on the effectiveness of these schemes.

(5)

The VTC reviews programmes offered under the Earn and Learn Scheme from time to time to tie in with the development of Hong Kong society and various industries. Currently, there are 5 healthcare related programmes providing training in such disciplines as public health, healthcare, nursing and laboratory testing. They include Higher Diploma in Medical Centre Operations, Higher Diploma in Rehabilitation Services, Higher Diploma in Beauty and Personal Care Products, Higher Diploma in Analytical Science, and Higher Diploma in Dispensing Studies, which was a new offering in 2021. To further address the long-term manpower needs of the healthcare sector, the VTC is planning to launch an Earn and Learn Scheme for healthcare related higher diploma programmes.

- End -



**CONTROLLING OFFICER'S REPLY****EDB033****(Question Serial No. 0681)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is indicated in Matters Requiring Special Attention in 2022-23 under Programme (4) that the Education Bureau will “provide various support measures to further promote Applied Learning (ApL)”. However, there are voices in society that senior secondary ApL courses have not been given due recognition and the number of students applying to sit for examinations on ApL subjects in the Hong Kong Diploma of Secondary Education Examination is also relatively small. In this connection, would the Government inform this Committee of the following:

1. The number of secondary schools providing ApL subjects in the past 3 school years (as tabulated below):

<b>Mode of operation/ No. of ApL subjects provided</b>	<b>(a) Government secondary school</b>	<b>(b) Aided secondary school</b>	<b>(c) Direct Subsidy Scheme secondary school</b>	<b>(d) Private secondary school</b>
(i) 0	2019/20 school year: x/n 2020/21 school year: x/n 2021/22 school year: x/n	.....		
(ii) 1	.....			
(iii) 2				
(iv) 3 or more				

(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 3 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. Does ApL courses articulate to relevant courses offered by the Vocational Training Council or other tertiary institutions, e.g. are students taking ApL subjects eligible for higher weightings in their academic results, early admission, credit exemption, etc.? If yes, what was the number of ApL courses applicable to such arrangements in the past 3 school years?
4. What mechanism is in place to review ApL courses for their smooth articulation to post-secondary, vocational and professional institutions?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 8)

Reply:

1. The number of Applied Learning (ApL) courses (including Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C) ) offered by each secondary school offering the local curriculum from the 2019/20 to 2021/22 school years range from 0 to more than 30. The figures are tabulated in 5 categories 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 course	2019/20	3	31	77	376	19	59	13	20
	2020/21	4	31	68	377	14	59	22	22
	2021/22*	3	31	62	377	15	59	19	24
(ii) 1-10 courses	2019/20	13	31	181	376	27	59	7	20
	2020/21	13	31	184	377	29	59	0	22
	2021/22*	9	31	174	377	24	59	5	24
(ii) 11-20 courses	2019/20	12	31	110	376	11	59	0	20
	2020/21	12	31	114	377	15	59	0	22
	2021/22*	14	31	106	377	16	59	0	24
(iii) 21-30 courses	2019/20	3	31	7	376	2	59	0	20
	2020/21	2	31	11	377	1	59	0	22
	2021/22*	5	31	35	377	4	59	0	24
(iv) 31 courses or more	2019/20	0	31	1	376	0	59	0	20
	2020/21	0	31	0	377	0	59	0	22
	2021/22*	0	31	0	377	0	59	0	24

- 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.
- # Aided secondary schools set out in the above table include caput schools and special schools offering ordinary senior secondary curriculum.
- \* Figures as at middle of the 2021/22 school year

- 2(a). To further promote ApL, the EDB has implemented various support measures including providing students with more diversified courses, offering ApL courses early at Secondary 4, relaxing the funding eligibility for students taking ApL as the fourth elective subject, and offering Taster Programmes of ApL at the junior secondary level to broaden students’ learning experiences and facilitate their all-round development, so that they are better prepared for further studies and work. In addition, we have provided Extension Programmes of relevant ApL courses to enhance students’ workplace experience, and 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 reference on the EDB website at <https://www.edb.gov.hk/en/apl/ref-and-resources>.

The EDB provides the Diversity Learning Grant for ApL and the Student Grant for ApL(C) (for NCS students) for public sector and Direct Subsidy Scheme secondary schools to support them in offering ApL courses and ApL(C) (for NCS students) courses respectively, thereby supporting students to take these courses. From the 2019/20 to 2021/22 school years, the expenditures involved are as follows:

Subsidy	Total expenditures (\$ million)		
	2019/20 school year	2020/21 school year	2021/22 school year (revised estimates)
Diversity Learning Grant for ApL	60.0	69.0	115.0
Student Grant for ApL(C) (for NCS students)	6.0	5.9	6.6

Apart from the above subsidies, the expenditure on other support measures to promote ApL is subsumed under the recurrent expenditure of the EDB and a breakdown of figures is not available.

- 2(b). From the 2019/20 to 2021/22 school years, the average amounts of subsidy of the Diversity Learning Grant for ApL and the Student Grant for ApL(C) (for NCS students) per student are as follows:

Subsidy	Average amount of subsidy per student (Figures rounded to the nearest hundred)		
	2019/20 school year	2020/21 school year	2021/22 school year (revised estimates)
Diversity Learning Grant for ApL	\$7,600	\$7,900	\$8,300
Student Grant for ApL(C) (for NCS students)	\$13,700	\$14,000	\$14,200

3. All along, student admission in post-secondary institutions has followed the principle of institutional autonomy. In general, post-secondary institutions (including Vocational Training Council) value the learning experiences that students acquire in ApL. ApL courses are recognised as elective subjects, or considered for award of extra bonus or additional information, varying by individual institutions, faculties or programmes. The EDB does not collect relevant data in respect of individual ApL courses.
4. ApL courses are valued senior secondary elective subjects which are linked to professional and vocational fields with dual emphasis on practice and theory. Students can deepen their understanding of vocational and professional education and training (VPET) through ApL courses, and be better prepared for further studies and work in future.

We have institutionalised an ApL quality assurance mechanism involving the Curriculum Development Council Committee on ApL, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, and the Hong Kong Examinations and Assessment Authority. We will continue to review and update ApL courses, listen to stakeholders' views through close communication with the industry and the school sectors, and regularly exchange ideas with course providers, so as to enhance ApL courses in line with social, economic and technological developments and demands, and cater for students' needs for further studies and work.

The Government has all along been committed to promoting VPET so as to provide quality, flexible, and diversified study pathways with multiple entry and exit points for young people, and encouraging them to pursue education pathways and join industries that best suit their abilities and aspirations. The Government is proactively following up on the recommendations set out in the review report submitted to the Government in January 2020 by the Task Force on Promotion of VPET, which include strengthening the engagement of industrial partners, enhancing workplace experience, and piloting the development of VPET learning

pathways starting with ApL courses and providing articulation opportunities to Higher Diploma and top-up degree programmes. The Government also launched a review on sub-degree education and rolled out the Pilot Project on the Development of Applied Degree Programmes in December 2020 to strengthen the positioning of VPET in post-secondary education and enhance the learning pathways of VPET.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB034**

**(Question Serial No. 0682)**

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:

It is mentioned in paragraph 32 of the Budget Speech that to strengthen support for e-learning of students from grass-roots families, the Quality Education Fund has set aside \$2 billion to launch a 3-year programme starting from this school year, under which subsidies will be provided for schools to purchase mobile computer devices and portable Wi-Fi devices for loan to needy students. In this connection, would the Government advise this Committee of the following:

- (1) The estimated number of student beneficiaries;
- (2) Whether the Education Bureau (EDB) will arrange central procurement of mobile computer and Wi-Fi devices, as well as data cards for distribution to schools so as to lower the unit cost, reduce expenditure and streamline school administrative procedures; if yes, please give a brief account of the arrangements; if no, please give the reasons?
- (3) It is mentioned on page 393 of Volume 1 of the Estimates that the purchase of devices is expected to account for \$1.5 billion out of the \$2 billion funding, while the remaining \$500 million is to be allocated “for supporting the provision of ancillary facilities for implementation of e-learning”. What are the detailed uses of these “ancillary facilities”?
- (4) Since the outbreak of the epidemic, grass-roots families have reflected that one of their major obstacles of online learning was the unstable network signal of the buildings they were residing in, and data cards or Wi-Fi devices would not help much. What will the Government do to better meet the needs of these students?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 9)

Reply:

(1)

The Quality Education Fund (QEF) has implemented a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme) starting from the 2021/22 school year. 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 and to 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. This is to ensure that all students will have equal opportunities in accessing e-learning. The QEF has reserved \$1.5 billion for this 3-year Funding Programme and it is expected to benefit some 310 000 students.

(2)

While the QEF provides financial assistance for schools to procure appropriate mobile computer devices, schools are free to determine the required specifications of mobile computer devices based on their pedagogical design and use of e-learning resources. Drawing on the experience of the recently completed 3-year assistance programme implemented by the Community Care Fund, this funding mode can meet the e-learning needs of different schools while facilitating them to arrange with the suppliers installation of suitable software, including mobile computer device management system, on the devices.

(3)

The QEF has allocated \$500 million to set up the Quality Education Fund e-Learning Ancillary Facilities Programme (the Programme) in support of new e-learning initiatives. 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.

(4)

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. In the 2021/22 school year (as at 31 January 2022), the Scheme benefited about 175 600 families and the expenditure involved was about \$237 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, the Education Bureau (EDB) provided a 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. Moreover, under the Funding Programme, schools may apply for funding on behalf of their students who are unable to acquire appropriate Internet services due to the constraints in their living environment to

purchase portable Wi-Fi routers and mobile data cards. Students in need may first approach their schools for assistance. Schools may also liaise with the EDB to work out a solution. The EDB has required schools and boarding sections (applicable to special schools) that they should remain open for students who need to return to schools during the suspension of face-to-face classes.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB035**

**(Question Serial No. 0695)**

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 national education and national security education, would the Government advise this Committee of the following:

- (1) the specific details of teacher training on national education and national security education; the number of schools and teachers participating in the training and the expenditures involved in each of the past 3 school years and the estimated number and estimated expenditure of those for the 2022/23 school year, broken down by type of training programmes or activities;
- (2) further to the above question, whether the Administration has assessed the effectiveness of these trainings; if yes, the criteria and the findings thereof; and
- (3) the specific plans on strengthening national education and national security education in schools (including primary and secondary schools, post-secondary institutions); the number of schools and students participating in the educational activities and the expenditures involved in each of the past 3 school years and the estimated number and estimated expenditure of those for the 2022/23 school year, broken down by type of educational activities.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 9)

Reply:

(1) to (2)

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture, development in different aspects, the Constitution and the Basic Law, and the aspects of national security education (NSE), etc. As in the past 3 school years and the 2022/23 school year, 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' effective planning and promotion of national education within and beyond the classroom, including education on the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and NSE, etc., so that teachers and students can gain a better understanding of the constitutional relationship between the Constitution and the Basic Law as well as the importance of national security, and develop a sense of national identity. Teacher training is one of the priority tasks for the EDB.

Over the past 3 school years, the EDB has continuously arranged holistic and systematic training activities of different modes for primary and secondary school teachers, such as the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", and workshops on national flag raising ceremony to enhance teachers' understanding of national education and NSE. The EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop and the response was overwhelming.

Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. Moreover, there are also Mainland study tours of 3 to 4 days to provide teachers with first-hand observation and experience through school visits, professional exchanges with Mainland teachers, as well as visits to enterprises and cultural sites, so that they can gain deeper understanding of the latest development of our country to widen their horizons, and come to know the opportunities brought to Hong Kong and how Hong Kong can make contribution. In the 2022/23 school year, the EDB will continue to organise the above training activities and provide sufficient training places for teachers of all primary and secondary schools offering the local curriculum in the territory. There is a regular mechanism in the EDB to assess the effectiveness of the activities. It generally includes having meetings with service providers, deploying staff to attend these programmes and activities and conducting questionnaire surveys. Teachers' comments on the various training programmes were generally positive. The expenditure and estimates on the above items are subsumed under the EDB's recurrent expenditure, no breakdown is available.

(3)

In addition to providing training for teachers, the EDB will, as in the past 3 school years, continue to adopt a wide array of measures in the 2022/23 school year, 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' effective planning and promotion of national education within and beyond the classroom.

### Curriculum development

All along, the EDB has continuously strengthened national education, as well as Constitution and Basic Law education, including the aspects of NSE, by updating the curriculum. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two from the 2021/22 school year,

enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the overall planning of and school-wide involvement in promoting NSE in schools, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for schools' reference. The senior secondary Citizenship and Social Development (CS) has replaced Liberal Studies starting from Secondary Four in the 2021/22 school year. The content of the CS curriculum is closely related to our country's development, which aims to facilitate students' comprehensive and accurate understanding of topics relating to our country, the Constitution, the Basic Law, as well as the national flag, the national emblem, the national anthem and national security; and to develop their sense of national identity. In 2021, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together.

#### Learning and teaching resources

As an ongoing effort, the EDB has been providing a variety of learning and teaching resources on national education. These include the "National Education One-stop Portal", which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of relevant learning and teaching resources by teachers and students. Moreover, the EDB continues to develop learning and teaching resources on the Basic Law and NSE, such as online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security" and online games, etc. so as to promote national education and national security, and strengthen students' sense of law-abidingness.

#### Life-wide learning activities

Furthermore, the EDB also organises diversified student activities on an ongoing basis, including the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, the Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, the Chinese Classic Sayings campaign, the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on National Security, the Online Quiz Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits, workshops on national flag raising ceremony are arranged for student ambassadors. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar. It is a statutory

requirement for schools to display the national flag and the regional flag as well as play and sing the national anthem on prescribed days. Apart from that, schools are encouraged to arrange for the display of the national flag and the regional flag, playing and singing of the national anthem, and organising related school-based learning activities on other important days such as the Constitution Day and the anniversary of promulgation of the Basic Law. The aforesaid activities are open to all primary and secondary students in the territory. As there has been a gradual increase in the number of participants, it is difficult to collect statistics on the number of student participants in each activity. Students were actively involved in the activities. For example, the EDB organised a number of online quiz competitions on the Constitution Day and the National Day, etc. in the past 3 years, attracting over 370 000 participants in total, while the Basic Law Student Ambassadors Training Scheme attracted about 2 500 students participants, with each participant taking part in several activities at the same time. We will continue to enhance and strengthen the above programmes in the 2022/23 school year to enrich students' understanding of the Constitution, the Basic Law and "One Country, Two Systems". The estimates and expenditures on the above items are subsumed under EDB's recurrent expenditure, and no breakdown is available.

The EDB is working to enhance and develop more Mainland exchange programmes with diverse themes and is starting the preparation for Mainland study tours under the senior secondary CS curriculum. Upon easing of the epidemic situation and resumption of quarantine-free travel, the EDB will also continue to organise Mainland exchange programmes for students, covering diverse themes and different destinations, and subsidise those organised by schools to enable 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 numbers of primary and secondary students joining Mainland exchange programmes from the 2019/20 to 2022/2023 school years and the expenditures/estimated expenditure involved are as follows:

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million) <sup>@</sup>
2019/20	8 000	14.9
2020/21 <sup>#</sup>	0	0
2021/22 <sup>+</sup>	0	0
2022/23 <sup>++</sup>	109 000	115.0

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

<sup>++</sup> Estimated figures (comparable to the estimates before the epidemic)

### Administration and education guidelines

Moreover, the EDB has provided schools with detailed administration and education guidelines on safeguarding national security and promoting NSE. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures in these regards. The EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on implementation of the related measures through school visits and daily communications with schools. The EDB

will organise sharing sessions to facilitate professional sharing and experience exchange among schools to enhance the effectiveness in school planning of school-based measures on safeguarding national security and implementing NSE. The relevant estimated expenditure is subsumed under the EDB's recurrent expenditure.

#### Post-secondary institutions

For post-secondary institutions, the EDB respects their autonomy in curriculum design and encourages them to help students acquire a full and accurate understanding of the Basic Law and "One Country, Two Systems" to strengthen their sense of national identity. The EDB liaises with and renders support to post-secondary institutions with regard to their statutory duty to promote NSE under the National Security Law. These institutions have organised a wide array of courses, public talks, seminars and workshops covering themes in relation to the Basic Law, governance and politics, national education and NSE. They may continue to flexibly deploy resources to take forward the promotion, education and research on such topics as the Basic Law, "One Country, Two Systems" and national security. A breakdown of the expenditure involved is therefore 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**

**EDB036**

**(Question Serial No. 0696)**

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 and professional education and training provided by the Vocational Training Council (VTC), would the Government please provide:

- (1) the numbers of intake places, actual intakes and drop-outs of various subvented programmes offered by member institutions of the VTC, and the amount of funding involved in the past 3 academic years and the estimated figures for the 2022/23 academic year, with a breakdown by mode of study (full-time/part-time), programme type and academic discipline;
- (2) the number of graduates from various subvented VTC programmes, the number of graduates employed in full-time jobs, and their average monthly income in the past 3 academic years, with a breakdown by programme type and academic discipline; and
- (3) details of the employment support services provided by the VTC for students as well as the manpower and expenditure involved in the provision of these services.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 10)

Reply:

- (1) A breakdown of the numbers of intake places, intakes, drop-outs and total number of students (freshmen and senior students) of subvented vocational and professional education and training (VPET) programmes offered by the Vocational Training Council (VTC) from the 2019/20 to 2022/23 academic years by mode of study (full-time/part-time), programme type and academic discipline is set out at Annex 1. The VTC does not maintain a breakdown of the funding amount by academic discipline.
- (2) A breakdown of the number of graduates from full-time subvented VTC programmes, the number of graduates employed in full-time jobs and their average monthly income in the past 3 academic years by programme type and academic discipline is set out at Annex 2.

- (3) The VTC provides a series of career counselling services and career development programmes, including recruitment talks and exhibitions, psychometric and career aptitude tests, trainings on job interview skills and etiquette, etc. These services enable students to explore their career orientation and development direction, formulate their career plan, and enhance their job hunting and interviewing skills. As provision of student career support services is part of the regular work of the VTC, the manpower and expenditure involved are subsumed under the overall estimated expenditure, hence a breakdown is not available.

**Numbers of intake places, intakes, drop-outs and total number of students of subvented VPET programmes offered by the VTC by mode of study, programme type and academic discipline from the 2019/20 to 2022/23 academic years**

Mode of study	Programme type	Academic discipline	2019/20 academic year				2020/21 academic year				2021/22 academic year (Provisional figures)				2022/23 academic year (Estimated figures)	
			No. of Intake places	No. of intakes (freshman)	Total no. of students	No. of drop-outs	No. of Intake places	No. of intakes (freshman)	Total no. of students	No. of drop-outs	No. of Intake places	No. of intakes (freshman)	Total no. of students	No. of drop-outs	Intake places	
Full-time	Higher Diploma	Business	90	72	183	15	360	454	525	58	660	765	1 215	-	720	Figures including the numbers of intakes, drop-outs and total number of students are not available at this stage.
		Childcare, Elderly and Community Services	660	711	1 384	66	720	741	1 506	125	710	657	1 348	-	670	
		Design	2 130	2 073	4 222	583	1 890	1 892	3 921	318	1 760	1 797	3 715	-	1 710	
		Engineering	2 230	1 899	4 647	299	1 800	1 630	3 737	261	1 540	1 505	3 108	-	1 450	
		Health and Life Sciences	1 080	981	2 128	146	930	1 057	2 091	158	1 020	1 044	2 079	-	1 040	
		Hospitality	1 630	1 545	3 209	289	1 470	1 221	2 847	182	1 140	1 068	2 315	-	1 010	
		Information Technology	1 270	1 279	2 692	327	1 170	1 221	2 414	274	1 170	1 259	2 340	-	1 160	
		Inter-disciplinary*	210	175	278	33	180	150	297	26	-	-	-	-	-	
	Diploma of Foundation Studies		3 300	4 174	4 318	428	4 350	5 018	5 250	394	4 350	4 872	5 059	-	4 350	
	Diploma of Vocational Education/Diploma of Vocational Baccalaureate		3 710	3 430	5 862	741	3 315	3 133	6 021	1 251	2 950	3 425	5 921	-	2 970	
	Other Diplomas/Certificates		1 265	488	869	16	960	1 303	1 631	275	944	-	-	-	962	
Part-time	Higher Diploma	Business	-	-	-	-	-	-	-	-	-	-	-	-	5	
		Design	-	-	-	-	-	-	-	1	-	-	5	-	-	
		Engineering	548	357	1 264	65	360	329	1 151	54	388	350	1 194	-	313	
		Health and Life Sciences	60	-	24	-	90	12	28	-	30	11	62	-	15	
		Information Technology	-	-	-	-	20	-	10	-	-	-	40	-	-	
	Diploma of Foundation Studies		60	21	39	5	60	4	19	5	55	-	5	-	25	
	Diploma of Vocational Education/Certificate of Vocational Education		1 665	1 244	3 741	245	1 300	1 215	3 540	388	1 218	903	3 105	-	552	
	Other Diplomas/Certificates		480	459	1 221	46	410	418	1 129	85	360	342	935	-	330	



- \* Since the 2021/22 academic year, the VTC has no longer offered inter-disciplinary programmes, and the contents of such programmes have been incorporated into other related disciplines.

**Number of graduates from full-time subvented VTC programmes,  
number of graduates employed in full-time jobs and their average monthly income  
by programme type and academic discipline from the 2018/19 to 2020/21 academic years**

Programme type	Academic qualification	Academic discipline	2018/19 academic year				2019/20 academic year				2020/21 academic year	
			No. of graduates	No. of surveyed graduates^	No. of graduates employed in full-time jobs ^@	Average monthly income^ (HK\$)	No. of graduates	No. of surveyed graduates^	No. of graduates employed in full-time jobs ^@	Average monthly income^ (HK\$)	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 and average monthly income are not available at this stage.
Higher Diploma	Higher Diploma	Business	81	74	30	13,517	92	75	15	12,464	61	
		Childcare, Elderly and Community Services	589	523	332	16,613	599	505	174	13,545	660	
		Design	1 536	1 212	397	12,683	1 517	1 239	300	12,851	1 490	
		Engineering	1 923	1 631	934	15,388	2 055	1 771	893	15,153	1 564	
		Health and Life Sciences	848	693	208	13,555	962	820	262	13,196	814	
		Hospitality	1 101	926	309	13,646	1 401	1 192	345	14,058	1 348	
		Information Technology	893	749	240	14,012	1 049	904	261	13,622	904	
		Inter-disciplinary*	0	-	-	-	95	81	18	13,000	137	
Diploma of Foundation Studies			3 669	3 477	138	13,077	3 651	3 391	132	13,883	4 571	
Diploma of Vocational Education/ Diploma of Vocational Baccalaureate			1 726	1 489	309	13,093	1 443	1 285	193	12,467	1 671	
Other Diplomas/ Certificates	Diploma	438	376	242	13,980	336	285	146	13,696	343		
	Certificate	192	166	65	16,678	109	99	36	16,353	84		

<sup>^</sup> Figures are based on the graduate employment survey conducted annually.

<sup>@</sup> Apart from working full-time jobs, some graduates have opted for further studies, part-time employment, self-employment or temporary unemployment for personal reasons.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB037**

**(Question Serial No. 0915)**

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 society develops, people are concerned about the development of parent education in Hong Kong. It is hoped that a culture of parent education can be built up to enhance parenting competence and promote family harmony, but the work relating to parent education is now handled by different departments. In this connection, would the Administration advise this Committee of the following:

- (1) the work undertaken by the Education Bureau (EDB) in promoting parent education in the past year, the areas of support, as well as the manpower and expenditure involved; and
- (2) whether the EDB will conduct studies on promotion of parent education in Hong Kong and increase the number of training places for the relevant professions to cater for the development of parent education in the coming year.

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 2)

Reply:

(1) and (2)

The Chief Executive announced in the 2017 Policy Address the establishment of several task forces to carry out in-depth reviews on eight key areas of education, including home-school co-operation and parent education. In December 2017, the Education Commission set up the Task Force on Home-School Co-operation and Parent Education (Task Force) to review the existing approach of promoting home-school co-operation and parent education, and to formulate directions, strategies and measures for facilitating home-school co-operation and parent education. During the review, the Task Force examined the situations of Hong Kong and other regions in the promotion of home-school co-operation and parent education, the findings of relevant local studies, as well as the parent education programmes and activities provided by local tertiary institutions and non-governmental organisations. A number of in-depth discussions with stakeholders were held, and an extensive consultation was conducted in 2018, followed by a report submitted to the Government in April 2019. The Education Bureau (EDB) has fully

accepted the recommendations of the Task Force, and the Family Council under the Home Affairs Bureau was informed of the recommendations in June 2019. The Government is taking forward and implementing the relevant measures progressively.

At the school level, starting from the 2020/21 school year, the EDB has commissioned a post-secondary institution to provide training courses for teachers at kindergartens (KGs), primary and secondary schools to sharpen their skills in mediation and communication with parents, with a view to enhancing their capabilities to promote good home-school co-operation and parent education. The training places provided in the past 2 years were sufficient to meet the demand, and the EDB will keep the situation under review. Starting from the 2019/20 school year, the EDB has provided the Federations of Parent-Teacher Associations and Parent-Teacher Associations (PTAs) of schools with additional resources for enhancing home-school co-operation and promoting parent education.

To enable parents to learn the necessary knowledge and skills for nurturing their children in a more systematic manner, the EDB commissioned a post-secondary institution to form a Project Team, comprising professionals in the fields of early childhood education, social work and paediatrics, to conduct a study and jointly develop the Curriculum Framework on Parent Education (Kindergarten), which was introduced in September 2021. In the 2021/22 school year, the EDB has 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 and organise structured parent education programmes, establish PTAs, and set up or enhance a designated webpage “Resources for Parents” on their school websites in the next 5 years. To facilitate KGs’ effective implementation of structured and quality school-based parent education programmes, the EDB has liaised with post-secondary institutions and sponsoring bodies of KGs with experience in organising parent education programmes for the design and provision of structured parent education programmes. Looking forward, the EDB will develop curriculum frameworks on parent education applicable to primary and secondary schools.

At the community level, the EDB has launched the territory-wide Positive Parent Campaign (the Campaign) since 2020 to promote parent education through extensive and diversified channels, with a view to fostering positive thinking among parents to help children grow up happily. The Campaign forges better understanding of parents, students and teachers on positive parent education through various means including competitions, activities and production of Announcements in the Public Interest.

In addition, the EDB has been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to equip parents with the necessary knowledge about helping their children in respect of growth and development, enhancing their parenting skills and assisting them in fostering positive thinking in their children. Moreover, the “Smart Parent Net” website has been launched by the EDB 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, etc. A designated page “Parent Education Activity Information Hub” was set up on the website in June 2021 to provide information on parent education courses and activities.

In 2021-22, the expenditure incurred by the EDB in implementing the aforementioned

measures on home-school co-operation and parent education is around \$138.8 million. As the staff cost involved has been subsumed under the EDB's overall expenditure, a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB038****(Question Serial No. 0618)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Over the past 3 years, there has been a continuous decrease in the Education Bureau (EDB)'s financial provision on Policy and Support, which has drastically dropped from \$6.278 billion in 2020-21 to \$5.03 billion in 2022-23. In this connection, please advise this Committee of the following:

- (1) What are the reasons for the continuous decrease over the past 3 years?
- (2) What is the impact of such a decrease on the overall policy and support?
- (3) What is the impact of such a decrease on the EDB's provision of assessment tools for School Self-evaluation and the conduct of External School Reviews and Focus Inspections?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 6)Reply:

(1), (2) and (3)

The actual expenditure in 2020-21, the revised estimate for 2021-22 and the estimate for 2022-23 under Programme (8) Policy and Support are tabulated below:

	2020-21 Actual expenditure	2021-22 Revised estimate	2022-23 Estimate
	(\$ million)	(\$ million)	(\$ million)
Programme (8) Policy and Support	6,277.7	4,702.2	5,028.9

Under Programme (8), the revised estimate for 2021-22 and the estimate for 2022-23 are both lower than the actual expenditure in 2020-21. This is mainly due to the expenditure involved in the provision of a subsidy to day-school students. In August 2019, the Government announced a package of relief measures, including the provision of a subsidy to day-school students in the 2019/20 school year. Subsequently, it announced the regularisation of the subsidy starting from the 2020/21 school year. As such, the actual expenditure in the 2020-21 financial year covered a major portion of the expenditure on the subsidy for the 2019/20 school year as well as the expenditure involved in the 2020/21 school year. Upon the regularisation, the expenditure on the subsidy for a school year has been reflected in the account of the corresponding financial year. As the provision for other items under Programme (8) remains largely unchanged, there is no impact on the overall policy and support, the provision of assessment tools for School Self-evaluation, and the conduct of External School Reviews and Focus Inspections.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB039**

**(Question Serial No. 0657)**

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:

- (1) What were the specific measures taken by the EDB to promote exchange activities for teachers and students in the past?
- (2) What are the specific plans to promote the relevant activities after the epidemic?
- (3) 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:

(1) to (3)

The Education Bureau (EDB) attaches great importance to national education. Under the “multi-pronged and co-ordinated” approach, the 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 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. Moreover, the Government has, with effect from the 2018/19 school year, provided a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterpart(s) in the Mainland to enhance students’ understanding of the Mainland and facilitate cultural exchange. The amount of grant for the 2021/22 school year is \$157,127.



The 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.

Owing to the COVID-19 epidemic, all Mainland exchange programmes for students organised or subsidised by the EDB have been suspended or postponed; Mainland study tours for teachers and principals have to be postponed while other exchange activities have either been moved online or postponed since end-January 2020. The EDB is working to enhance and develop more Mainland exchange programmes with diverse themes and is starting the preparation for Mainland study tours under the senior secondary Citizenship and Social Development curriculum. Moreover, Mainland study tours of 3 to 4 days have been included in the core training for teachers. Through first-hand observation and experience in school visits, professional exchanges with Mainland teachers, as well as visits to enterprises and cultural sites, teachers will be able to gain deeper understanding of the latest development of our country to widen their horizons, and come to know the opportunities brought to Hong Kong and how Hong Kong can make contribution. Upon easing of the epidemic situation and resumption of quarantine-free travel, the EDB will continue to provide diversified Mainland exchange activities for teachers and students.

In the past 5 years, the expenditures on the Mainland exchange programmes for students and the Mainland professional exchange activities for teachers are as follows:

<b>School year</b>	<b>Expenditure (\$ million)<sup>@</sup></b>	
	<b>Programmes for secondary and primary students</b>	<b>Activities for teachers</b>
2017/18	85.4	5.5
2018/19	108.9	7.1
2019/20	14.9	5.0
2020/21 <sup>#</sup>	0	0.9
2021/22 <sup>+</sup>	0	2.5

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes for students are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures (some activities may be held online)

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB040**

**(Question Serial No. 0658)**

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 stated under Matters Requiring Special Attention that the Vocational Training Council will continue to operate the pilot programme for trainees under the Training and Support Scheme for them to take part in study and exchange programmes outside Hong Kong, and continue to implement the Training and Support Scheme, which provides 1 200 training places per cohort, and the related pilot workplace assessment. In this connection, please inform this Committee of the following:

- (1) Details about the Training and Support Scheme;
- (2) The trades and industries covered under the Scheme, and the organisations and the number of these organisations involved in the provision of the 1 200 training places per cohort, and whether a tabulated breakdown of such information is available; and
- (3) Details about workplace assessment, and whether outstanding trainees will get further referrals or rewards.

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 8)

Reply:

(1), (2) and (3)

The Government has been implementing the Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised the TSS from the 2019/20 academic year. Currently, the TSS covers 5 professional fields, namely engineering and technology, transportation, healthcare services, testing and certification, and design, jewellery and creative industry, and provides 1 200 training places each year to help industries that met the following 3 criteria nurture talent and expand their workforce:

- The industry is facing labour shortage and/or an ageing workforce, and is experiencing difficulties in hiring and retaining young people;

- The trades covered under the industry put a premium on specialised skills and involve a relatively high level of technical elements; and
- The industry is committed to providing allowance or subsidy to trainees, and hiring, at a particular level of salary, trainees who have completed the apprenticeship training and are willing to join the industry concerned.

Trainees participating in the TSS take up jobs of varying technical requirements in a wide range of industries every year. A total of some 550 employers and organisations have participated in the TSS since its commencement in 2014 to the benefit of over 7 600 trainees (figures as at 28 February 2022) in large as well as small and medium enterprises. The industries and number of trainees benefitted from the TSS in the past 5 years are tabulated as follows:

Professional field	Industry	Academic year and no. of trainees				
		17/18	18/19	19/20	20/21	21/22*
Engineering and Technology	Building Services and Management <sup>^</sup>	320	284	208	289	200
	Construction <sup>^</sup>	138	169	144	115	131
	Electrical Engineering <sup>^</sup>	490	394	325	338	219
	Mechanical Engineering <sup>^</sup>	138	151	65	125	147
	Electronic and Information Technology <sup>^</sup>	-	-	38	65	88
	Environment and Conservation <sup>@</sup>	-	-	-	12	10
Transportation	Automotive	136	84	74	99	71
	Aviation	-	24	14	0	0
Design, Jewellery, Creative Industry	Design and Printing	9	6	7	11	11
	Jewellery and Watches	5	5	4	2	3
Healthcare Services	Healthcare Services	4	5	12	6	20
Testing and Certification	Testing and Certification	13	2	5	0	14
<b>Sub-total</b>		1 253	1 124	896	1 062	914*

— Position of the industry prior to its inclusion in the TSS.

\* Figure as at 28 February 2022.

<sup>^</sup> The industry is separated from the Electrical & Mechanical Engineering and Construction Industries for independent analysis in order to dovetail with the latest development of the TSS, and to paint a clearer picture of the industries' development.

<sup>@</sup> The Arboriculture and Horticulture industry has been renamed the Environment and Conservation industry to better reflect its latest development.

Starting from the 2019/20 academic year, the Government has implemented the Pilot Incentive Scheme to Employers (PISE) under the TSS through the VTC to promote workplace learning and assessment. A subsidy of up to \$36,000 per trainee is offered through the PISE to encourage participating employers to conduct workplace assessment for trainees, so that the contents of training programmes can be more effectively adapted to enhance trainees' performance. Workplace assessment is a part of both on-the-job training and classroom learning. Trainees' workplace performance will also be reflected in the

grades of their study programmes. In this connection, the VTC will work with the industries concerned to develop the contents and criteria of workplace assessment. Through structured workplace assessment, employers can directly assess and observe trainees' competencies and performance in the workplace, which in turn allows them to keep track of trainees' learning progress and elevate their performance by adjusting the training contents. Those who excel in the workplace are often rehired by their employers upon completion of their training and continue to work their way up in the industry.

Starting from the 2020/21 academic year, the Government has also provided the VTC with a non-recurrent funding to implement the Pilot International Study Programme, which supports around 180 trainees each year to take part in study and exchange programmes, attend short-term skills and practical courses and visit local institutions/enterprises in the Guangdong-Hong Kong-Macao Greater Bay Area and overseas countries, thereby enabling them to gain a better understanding of the technology developments in relevant industries and the implementation of Vocational and Professional Education and Training in different regions.

The Financial Secretary has announced earlier in the 2022-23 Budget that the aforementioned 2 pilot schemes will be extended for 2 years to benefit more students.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB041**

**(Question Serial No. 0335)**

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:

As Hong Kong has taken a proactive approach to its integration into the overall national development, mutual recognition of professional qualifications between Hong Kong and the Mainland has become a more pressing issue. In this connection, please advise this Committee of the following:

- (a) The respective numbers of students applying for and receiving full-rate or half-rate subsidy under the Mainland University Study Subsidy Scheme, the provinces where successful applicants pursued their studies, and the total amount of subsidy granted in the past year.
- (b) Whether the Administration has any plans to help needy Hong Kong students pursue their studies in the Mainland. Please provide the related estimates if there is such a plan.
- (c) The number of Hong Kong students pursuing studies in Mainland higher education institutions in the past year; and whether the Administration keeps statistics on the number of students who have returned to Hong Kong to work or pursue further studies upon graduating from Mainland post-secondary institutions.
- (d) The number of applications submitted by holders of Mainland qualifications to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for qualifications assessments, and the percentages of the qualifications concerned that were assessed as comparable and not comparable to the level of their counterparts in Hong Kong in the past year.
- (e) The latest development in enhancing mutual recognition and articulation of professional qualifications (in such fields as medicine, Chinese medicine, dentistry, pharmacy, rehabilitation therapy, nursing, specialist medicine, architecture, accounting and social work) between Hong Kong and the Mainland.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 9)

Reply:

(a) and (b)

As at early March 2022, the number of applicants for the Mainland University Study Subsidy Scheme (MUSSS) 2021/22 is 4 886, of whom 3 455 are provided with subsidy. The respective numbers of students receiving full rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” by the location (province/municipality/autonomous region) of the Mainland institutions in which they are studying are set out at Annex. About \$45 million in subsidy has been disbursed so far, and about 1 400 applications are currently being processed. The Government will continue to subsidise local students pursuing studies in the Mainland through the MUSSS.

(c)

According to the latest information provided by the Ministry of Education, the number of Hong Kong students studying in post-secondary institutions and research institutes in the Mainland as at January 2022 is 18 430. The Government does not maintain records of the number of Hong Kong students pursuing studies in the Mainland and those who have returned to Hong Kong to work or pursue further studies upon graduation.

(d)

In 2021-22 (as at end February 2022), the number of qualifications assessments made by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications in response to applications submitted by holders of Mainland qualifications is 1 013, in which 99.7% of the qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong.

(e)

Hong Kong and the Mainland are committed to enhancing mutual recognition of professional qualifications and the access of Hong Kong professional services to the Mainland market under the framework of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). The Government also encourages professional bodies of both sides to pursue mutual recognition of professional qualifications and to foster exchanges among professional and technical talents. In respect of the professions mentioned, the latest development is summarised below:

#### Medical and Healthcare Sector

At present, there is no mutual recognition for Medical and Healthcare Sector between Hong Kong and the Mainland. Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) who are Hong Kong permanent residents with Chinese citizenship are allowed to apply for and obtain the Mainland’s “medical practitioner’s qualification certificates” through accreditation. On the other hand, eligible registered medical practitioners, Chinese medicine practitioners, dentists and pharmacists may sit the Mainland’s qualification examinations. Furthermore, 12 types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologists, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland. Under the Agreement on Trade in Services signed under the framework of

CEPA, Hong Kong permanent residents are allowed to apply for registration as practising pharmacists in accordance with the relevant Mainland's regulations.

### Construction Sector

Under the framework of CEPA, mutual recognition agreements have been reached between the Mainland and Hong Kong for certain professional disciplines in the construction sector. Those which are still in effect include General Practice Surveyors and Quantity Surveyors. Furthermore, to cope with the development of the Guangdong-Hong Kong-Macao Greater Bay Area (GBA), the HKSAR Government and the Mainland Authorities have formulated new measures to allow consultant firms on the HKSAR Government's approved lists and the related professionals to provide services in the 9 GBA Mainland cities through a simple registration system. These measures have been in force in 2021 and cover 5 professional disciplines in architecture, engineering, surveying, planning and landscape architecture. At present, 58 enterprises and 263 professionals have completed their registrations.

### Accountant

Under the framework of CEPA, qualified members of the Hong Kong Institute of Certified Public Accountants enjoy exemption from certain examination papers when they apply for Mainland's certified public accountant uniform examination.

### Social Worker

Pursuant to the Social Workers Registration Ordinance (Cap. 505), the Social Workers Registration Board (the Board) is responsible for performing functions related to the recognition of qualifications and registration of social workers in Hong Kong. The Board currently does not have plan for enabling mutual recognition of social workers' qualifications with the Mainland. The Government will closely monitor the actual situation and review the need for mutual qualification recognition with the Mainland from time to time.

**The Mainland University Study Subsidy Scheme**

**Breakdown of the number of students receiving subsidies in the 2021/22 academic year  
by the location of mainland institutions where they pursued their studies  
(as at early March 2022)**

<b>Province/ Municipality/ Autonomous region</b>	<b>Number of students receiving full-rate “means-tested subsidy”</b>	<b>Number of students receiving half-rate “means-tested subsidy”</b>	<b>Number of students receiving “non-means-tested subsidy”</b>
Shanghai Municipality	69	31	65
Shandong Province	29	8	5
Tianjin Municipality	8	3	10
Beijing Municipality	156	49	178
Sichuan Province	26	9	24
Gansu Province	1	0	0
Jilin Province	4	0	2
Jiangxi Province	9	0	0
Jiangsu Province	54	18	18
Henan Province	7	1	3
Chongqing Municipality	28	8	11
Zhejiang Province	21	8	8
Hainan Province	1	0	0
Shaanxi Province	6	4	2
Hubei Province	35	15	27
Hunan Province	21	5	8
Yunnan Province	5	1	0
Fujian Province	405	137	28
Guangxi Zhuang Autonomous Region	21	5	3
Guangdong Province	1 179	394	278
Liaoning Province	2	1	1
<b>Total</b>	<b>2 087</b>	<b>697</b>	<b>671</b>

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB042**

**(Question Serial No. 0583)**

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 other educational services and subsidies, would the Government please inform this Committee:

- (1) whether it will enhance professional training and development programmes for principals and teachers with elements of national education, including knowledge about our country and national security; and whether it will allocate resources to study the feasibility of enhancing professional exchange between Mainland and Hong Kong teachers during training, and help local teachers understand the teaching and learning contexts in the Mainland through attachment schemes similar to the Civil Service Staff Exchange Programme;
- (2) of the respective numbers of post-secondary, secondary and primary students who were given the opportunity to participate in Mainland exchange programmes between the 2020/21 and 2021/22 school years as well as the expenditures involved; and
- (3) of the number of students receiving subsidies under the Mainland University Study Subsidy Scheme for pursuing undergraduate studies at designated Mainland institutions and the amount of subsidies involved in each academic year since the launch of the Scheme; and whether resources will be allocated to study the feasibility of extending the subsidy to students pursuing master's programmes in the Mainland.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 3)

Reply:

- (1) The Education Bureau (EDB) has all along been working towards deepening teachers' and principals' understanding of the Constitution, the Basic Law, national security and national development through various training activities, including professional exchange programmes to the Mainland. Starting from the 2020/21 school year, contents concerning the Constitution, the Basic Law and national security education with experienced legal experts and academics serving as speakers have been included in the core training for newly-joined teachers and teachers aspiring for promotion.

The EDB has also proactively liaised and collaborated with expert organisations to organise more in-depth thematic programmes. For example, in the 2020/21 school year and in the first half of the 2021/22 school year, the EDB organised 4 rounds of a 3-day training programme entitled "Respecting the Law, Reinforcing the Rule of Law". The programme was well-received by teachers as it enabled them to learn more about the constitutional status of Hong Kong and the rule of law in a systematic manner. Experienced legal experts were also invited to give thematic talks on the rule of law and the National Security Law. Besides, from July to August 2021, the EDB also organised 4 talks, each with a different theme, on the 100th anniversary of the founding of the Communist Party of China in collaboration with an expert organisation. During these talks, experts and academics analysed the historical background of the founding of New China from different perspectives to enhance teachers' understanding of our national history. The training programmes were delivered face-to-face and group discussions were held in some sessions to promote direct interaction and exchange between participants and the experts. With the support from teachers, they enthusiastically took part in these programmes. These programmes were first rolled out in November 2020. Up to January 2022, the EDB organised 28 training sessions on the Constitution, the Basic Law and national security education related programmes with an attendance of over 6 200 principals and teachers. Further, to enhance teachers' understanding of the Chinese civilisation and the developments and achievements of our country, the EDB organised two visits to the Chinese People's Liberation Army Hong Kong Garrison Exhibition Centre in December 2021. A total of about 200 school heads and deputy heads of primary and secondary schools joined the activities. These visits helped them more effectively draw up plans for the implementation of national education in schools so as to promote a correct understanding of our country's history among students while enhancing their sense of national identity.

In addition, the EDB has included a 3 to 4-day Mainland study tour in the core training for teachers. Through direct personal observations and experiences, school visits and professional exchanges with Mainland teachers, and visits to enterprises and cultural sites, teachers will be able to deepen their understanding of our country's latest developments, widen their horizons, and reflect on the opportunities brought to Hong Kong by the development of our country and how Hong Kong can contribute to our country's development. Regarding the training for principals, the EDB has commissioned the Chinese Academy of Governance to organise the Leadership Enhancement Programme for Primary and Secondary School Principals since the 2017/18 school years to help principals understand our country's development from a macro perspective. The above-mentioned Mainland study tours and enhancement programmes have to be postponed due to the pandemic. We have been liaising with the service providers in the Mainland. The tours and programmes will be resumed as soon as the pandemic situation and the border control measures allow.

The EDB also collaborates with the relevant Mainland authorities in arranging local teachers to engage in exchanges with Mainland academics and educators through an extended stay in the Mainland in order to grasp the teaching and learning contexts in the Mainland and learn from their successful experiences. For example, under the Advanced Course on Teaching of Putonghua, Hong Kong teachers will spend 3 weeks in Guangzhou, during which they will learn from local teachers' valuable experience

of teaching Putonghua in a Cantonese-speaking region, and engage in exchanges of views with local experts and teachers about Putonghua teaching strategies and outcomes. Afterwards, Putonghua experts from the Guangdong province will visit Hong Kong for a week to observe lessons taught by Hong Kong teachers and inspect and assess their performance. There is also the In-service Programme for Guangdong English Teachers, which is organised by Hong Kong post-secondary institutions under the commission of the EDB for some 40 primary or secondary English teachers from the Guangdong province each year. The programme is held in Hong Kong for around 3 weeks, during which the participants will pay visits to local secondary schools to observe and learn from the teaching practices of local English teachers in class and during co-curricular activities. A total of 579 and 740 teachers, respectively, completed these two programmes since their launch in 1999. The EDB will keep the training contents of these programmes under review, and fine-tune the relevant professional development activities in accordance with the professional development needs of principals and teachers as well as actual circumstances.

- (2) Upon easing of the epidemic situation and resumption of cross-border travel, the EDB will also continue to organise, and subsidise schools to organise Mainland exchange programmes for students, covering diverse themes and different destinations to enable 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, thereby deepening what they have learnt in class and strengthening their sense of national identity. The numbers of post-secondary, secondary and primary students joining Mainland exchange programmes in the 2020/21 to 2021/22 school years and the expenditures involved are as follows:

School year	No. of students			Expenditure (\$ million) <sup>@</sup>		
	Post-secondary students <sup>Δ</sup>	Secondary students	Primary students	Post-secondary students <sup>Δ</sup>	Secondary students	Primary students
2020/21 <sup>#</sup>	80 <sup>^</sup>	0	0	0.6*	0	0
2021/22 <sup>+</sup>	300 <sup>^</sup>	0	0	10.4*	0	0

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB.

<sup>^</sup> The number of students in the 2020/21 school year is rounded down to the nearest ten, while the number of students in the 2021/22 school year is rounded down to the nearest hundred.

<sup>#</sup> Actual figures revised from last year's estimates.

<sup>+</sup> Provisional figures

<sup>Δ</sup> Only covers data for the Non-means-tested Mainland Experience Scheme for Post-secondary Students. There are currently other schemes that provide subsidies for post-secondary students to participate in Mainland exchange programmes. As the scope of those subsidy schemes also covers destinations in addition to the Mainland, statistics that are only relevant to exchange activities in the Mainland are not available.

<sup>\*</sup> Since a number of institutions have suspended their exchange activities under the impact of the COVID-19 epidemic, there was a drop in the number of post-secondary students participating in exchange programmes and in the expenditure for the 2020/21 school year. While it is expected that exchange activities in the 2021/22 school year will continue to be affected by the epidemic, the EDB has earmarked funding to encourage institutions' resumption of exchange activities when the situation allows.

- (3) To render more suitable support to Hong Kong students in pursuing studies on the Mainland, the Government launched the Mainland University Study Subsidy Scheme (MUSSS) in 2014 to subsidise Hong Kong students pursuing undergraduate programmes in designated Mainland institutions. Eligible students will receive “means-tested subsidy” or “non-means-tested subsidy” under MUSSS in each academic year. For the 2021/22 academic year, the full-rate and half-rate means-tested subsidies per annum are \$16,800 and \$8,400 respectively, while the non-means-tested subsidy is \$5,600 per annum. The numbers of students receiving subsidy under MUSSS and the amount of subsidy disbursed in the past five years are tabulated as follows:

<b>Academic year</b>	<b>Numbers of students receiving subsidy</b>	<b>Amount of subsidy disbursed (approximate)</b>
2017/18	3 056	\$35 million
2018/19	3 147	\$40 million
2019/20	3 218	\$41 million
2020/21	3 844	\$49 million
2021/22 (as at early March 2022)	3 455	\$45 million

The Government will continue to subsidise Hong Kong students aspiring to pursue further studies on the Mainland through MUSSS and review the implementation of the scheme as appropriate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB043****(Question Serial No. 0587)**

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 Education Bureau has been implementing the kindergarten education scheme with effect from the 2017/18 school year to provide direct subsidy for eligible local non-profit-making kindergartens for the provision of quality half-day service for all eligible children aged between 3 and 6. Under the co-payment basis between parents and the Government, additional subsidy has also been provided for eligible kindergartens offering whole-day (WD) and long whole-day (LWD) services. WD and LWD kindergarten services are very important to dual-income families, and they also help unleash the female labour force. In this connection, would the Government advise this Committee of whether the Government will allocate resources to study the feasibility of providing full subsidy for eligible kindergarten students attending WD and LWD classes. The study should cover the implications of such provision on dual-income families and the unleashing of female labour force, the resources involved and the number of kindergarten teachers required.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 6)

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 (EDB) has implemented the KG education scheme (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 2021/22 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 an additional subsidy of 30% and 60% for eligible KGs offering WD and LWD services respectively. As the Government has provided additional subsidy, school fees for WD KGs are maintained at a low level. Taking the 2021/22 school year as an example, the median school fee for WD classes is \$880 per instalment. Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme. In this connection, we plan to uplift the fee remission ceiling from the 75th percentile to the 100th percentile of the school fees of Scheme-KGs starting from the 2022/23 school year. 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**

**EDB044**

**(Question Serial No. 0716)**

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:

It is mentioned in the Budget that to strengthen support for e-learning, the Quality Education Fund has set aside \$2 billion to launch a 3-year programme to facilitate the learning of students from grass-roots families during the epidemic. Would the Education Bureau please set out in detail:

- (1) the allocation of the \$2 billion funding over the 3-year period and the specific measures to be implemented;
- (2) the eligibility criteria for the relevant measures; and
- (3) the number of schools and students expected to be benefitted?

Asked by: Hon TAN Yueheng (LegCo internal reference no.: 8)

Reply:

(1), (2) and (3)

The Quality Education Fund (QEF) has implemented a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme) starting from the 2021/22 school year. 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 QEF has reserved \$1.5 billion for this 3-year Funding Programme and it is expected to benefit some 310 000 students.

In addition, \$500 million has been allocated to set up the Quality Education Fund e-Learning Ancillary Facilities Programme (the Programme) in support of new e-learning initiatives. 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.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB045**

**(Question Serial No. 0717)**

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:

- (i) It is stated in the Estimates of Expenditure that the Education Bureau will continue to develop a variety of learning and teaching resources for promoting national education, Constitution and Basic Law education, including the national flag, the national anthem and the national emblem, as well as national security education in schools. Please advise this Committee of the following:
- (1) What is the estimated expenditure on the promotion of national education for this year?
  - (2) How many schools, teachers and students will benefit from the provision?
  - (3) What measures will be implemented this year to facilitate the enhancement of national education? Has any annual target been set in this respect?
- (ii) In addition, starting from the 2022/23 school year, all newly-appointed teachers in public sector schools are required to pass the Basic Law Test (BLT) in order to be considered for appointment. Given that the first round of the BLT for teachers was held in January 2022, please advise this Committee of the following:
- (1) What was the expenditure for organising the test?
  - (2) How many teachers took the test?
  - (3) What was the passing rate?
  - (4) How many rounds of the BLT are expected to be held by the Government in a year? What are the contingency measures in place amid the epidemic?
  - (5) Is there any timetable for expanding the target groups of teachers to take the BLT?

Asked by: Hon TAN Yueheng (LegCo internal reference no.: 9)

Reply:

(i)

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development in different aspects, the Constitution and the Basic Law, and the aspects of national security education (NSE), etc. 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' effective planning and promotion of national education within and beyond the classroom, including education on the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and NSE, etc. so that teachers and students can gain a better understanding of the constitutional relationship between the Constitution and the Basic Law, as well as the importance of national security, and develop a sense of national identity.

In the current school year, the EDB has continuously strengthened national education, as well as Constitution and Basic Law education, including the aspects of NSE. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two in the current school year, enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the holistic planning of and the whole-school involvement in promoting NSE, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for schools' reference. The senior secondary subject of Citizenship and Social Development (CS) has replaced the subject of Liberal Studies starting from Secondary Four in the 2021/22 school year. The content of the CS curriculum is closely related to our country's development, which aims to facilitate students' comprehensive and accurate understanding of topics relating to our country, the Constitution, the Basic Law, as well as the national flag, the national emblem, the national anthem and national security; and to cultivate their sense of national identity. In 2021, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together.

As an ongoing effort, the EDB has been providing a variety of learning and teaching resources on national education. These include online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", online

games, and the theme-based resources webpage of “Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag”. Moreover, the newly developed “National Education One-stop Portal”, which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of the relevant learning and teaching resources by teachers and students. The EDB will continue to update and enrich the relevant contents so as to promote national security and national education, and strengthen students’ sense of law-abidingness.

The EDB also organises diversified student activities on an ongoing basis, including the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, the Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, the Chinese Classic Sayings campaign, the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on National Security, the Online Quiz Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and workshop on national flag raising ceremony are arranged for student ambassadors. The response to these activities was overwhelming. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar. It is a statutory requirement for schools to display the national flag and the regional flag as well as play and sing the national anthem on prescribed days. Apart from that, schools are encouraged to arrange for the display of the national flag and the regional flag, playing and singing of the national anthem, and organising related school-based learning activities on other important days such as the Constitution Day and the Commemoration Day for the promulgation of the Basic Law. The aforesaid activities are open to all primary and secondary students in the territory, and it is expected that the number of participants will be on the rise during the year.

The EDB also continues to arrange different modes of training activities for teachers, such as the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, Online Knowledge Enrichment Programmes on “Understanding Our Country” and “NSE”, and workshops on national flag raising ceremony. The EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop. In the 2022/23 school year, the EDB will continue to organise the above training activities and provide sufficient training places for all primary and secondary school teachers in the territory.

The EDB will continue to make optimal use of the recurrent funding to enhance and strengthen the aforementioned diversified measures for promoting national education, Constitution and Basic Law education, including the national flag, the national emblem and the national anthem, as well as NSE in schools.

Upon easing of the epidemic situation and resumption of quarantine-free travel, the EDB will also continue to organise Mainland exchange programmes for students, covering diverse themes and different destinations, and subsidise those organised by schools to enable students to gain first-hand experience of our country’s developments in aspects such

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. For the 2022/23 school year, the estimated expenditure on Mainland exchange programmes is \$115 million and the estimated number of secondary and primary student participants is 109 000.

Starting from 1 January 2022, all primary and secondary schools (including special schools) must display the national flag on each school day, and conduct a national flag raising ceremony weekly, with the playing and singing of the national anthem, to help students develop a sense of belonging to the country, an affection to the Chinese people and enhance their sense of national identity. To support schools in enabling students to learn about and respect the symbols and signs representing the country, and the etiquette to be followed when the national anthem is being played and sung and during the national flag raising ceremony, the EDB has continuously provided curriculum support measures, including the ongoing updating/enrichment of the theme-based resources webpage of “Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag”, and the organisation of training programmes for teachers on a regular basis so that schools can help students develop a sense of belonging to the country and enhance their sense of national identity through the regularly held national flag raising ceremonies. In the meantime, the EDB has provided schools with detailed administration and education guidelines on safeguarding national security and promoting NSE. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures in these regards. The 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. The EDB will organise sharing sessions to facilitate professional sharing and experience exchange among schools to enhance the effectiveness in school planning of school-based measures on safeguarding national security and implementing NSE.

In principle, all primary and secondary schools will benefit from the aforementioned measures and some of the measures will also bring benefits to kindergartens. The estimates and expenditure on the above items are subsumed under the EDB’s recurrent expenditure on a yearly basis, and no breakdown is available.

(ii)

Starting from the 2022/23 school year, newly-appointed teachers in all public sector schools are required to pass the Basic Law Test (BLT) in order to be considered for appointment. In this connection, the EDB conducts two rounds of the BLT for teachers on a pilot basis. As the expenditure involved is subsumed under the EDB’s recurrent expenditure, a breakdown is not available.

The first round of the BLT was held in early January 2022. Around 5 400 candidates sat for the test and the attendance rate was about 80%. The second round of the BLT originally scheduled for 26 February 2022 has been postponed due to the severe epidemic situation. Details will be announced after Easter Holidays. The EDB will closely monitor the epidemic situation and move in step with the development of the overall anti-epidemic measures in Hong Kong for the arrangement of the test. Given that

candidates taking the BLT comes from different backgrounds and are not limited to teachers on transfer or prospective teachers, and candidates of different rounds of the BLT should not be compared, in order to avoid misunderstanding, we consider it inappropriate to release the test results.

The two rounds of BLT are conducted on a pilot basis, the test results are only applicable to newly-appointed teachers in the 2022/23 school year. For the content and format of the BLT, the EDB has drawn reference to the arrangements of the BLT conducted by the Civil Service Bureau (CSB). The CSB is currently updating the relevant test for civil service recruitment. The EDB will draw reference to the experience and views of the CSB upon the launch of the updated test, and draw up the arrangement for teachers in and after the 2023/24 school year. In parallel, the EDB will draw on the experience gained from the pilot test and explore the mode to be adopted in future with a view to providing more convenient and efficient test services. We will also consider progressively extending the relevant requirement to other schools, such as schools joining the Direct Subsidy Scheme, kindergartens joining the kindergarten education scheme, etc., and other teachers.

- End -

**CONTROLLING OFFICER'S REPLY****EDB046****(Question Serial No. 0294)**

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:

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 (HKSAR) Government has been committed to implementing STEM (Science, Technology, Engineering and Mathematics) education in recent years. An example is the Knowing More About IT Programme rolled out last year with a funding of over \$200 million to enhance students' interests and knowledge in information technology and their applications through extra-curricular activities. Regarding the promotion of STEM education, would the Government advise this Committee of the following:

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? Will the Government also consider regularising the IT Innovation Lab in Secondary Schools Programme and the Knowing More About IT Programme in primary schools? What are the strategies and measures in place to promote STEM education in the long run?

Asked by: Hon TANG Fei (LegCo internal reference no.: 1)

Reply:

The Education Bureau (EDB) has been committed to promoting STEM education in primary and secondary schools in recent years. Schools are strongly encouraged to adopt a cross-disciplinary approach in the Science, Technology and Mathematics Education Key Learning Areas and the primary General Studies curriculum to strengthen "hands-on and minds-on" activities both inside and beyond the classroom. This is to enhance students' ability in integrating and applying STEM-related knowledge and skills to solve daily life problems, thereby nurturing their creativity and problem-solving skills as well as their innovativeness. STEM education is for all students.

The EDB has implemented a number of recommendations put forward by the Task Force on Review of School Curriculum, including setting up the "Standing Committee on STEM

Education”, updating curriculum, enhancing teacher training and providing resource support, to further promote STEM education.

Appointing teachers to serve as STEM co-ordinators is a matter of teacher deployment in schools and does not involve the creation of posts. Generally speaking, in addition to classroom teaching, teachers perform other duties such as subject or cross-curricular co-ordination. Schools may assign appropriate personnel to serve as co-ordinators in light of school context or set up a committee directly under the management to serve the purpose. It is learnt that most schools have arranged for teachers to serve as STEM co-ordinators. The EDB has also launched a new round of Intensive Training Programme (ITP) in the 2020/21 school year for STEM co-ordinators and teachers, with a view to developing their subject knowledge and capabilities for curriculum leadership. At present, schools are implementing STEM education in a steady manner.

The 3-year Knowing More About IT Programme and the IT Innovation Lab in Secondary Schools Programme, launched by the Office of the Government Chief Information Officer (OGCIO), aim to support primary and secondary schools in organising information technology (IT) related extra-curricular activities to foster an IT learning atmosphere in schools as well as enhancing their students’ interest, knowledge and application of IT. Since extra-curricular activities at schools are being seriously affected by the pandemic, OGCIO is actively considering to extend the programme periods so as to benefit more students. Taking into account the implementation progress and effectiveness of the programmes, OGCIO will review with the EDB the most effective way of sustaining continuous promotion of IT learning at schools in the light of the latest development in STEM education and technology, the needs of schools and other relevant funding measures.

The EDB noted that public sector schools are generally financially healthy and robust. They should continue to make good use of the various subvention provided by the EDB, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEM education taking into account the school contexts and students’ needs. In addition, starting from the 2019/20 school year, the EDB has provided a recurrent Life-wide Learning Grant with an annual provision of \$900 million for public sector and Direct Subsidy Scheme schools to support them in taking forward more life-wide learning activities, including STEM-related learning activities. Schools are encouraged to use the grant to organise diversified learning activities, including community service activities in which students can apply STEM knowledge, so as to cultivate their positive values and attitudes of “empathy”, “caring for others” and caring about society through STEM learning. Schools may also obtain additional resources to develop STEM education through applying for funding from the Quality Education Fund (QEF). The QEF has included STEM education 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, including the development of school-based STEM education. From the 2018/19 to 2020/21 school years, the QEF has approved around 840 projects related to IT in education and STEM education through the Priority Themes Funding Programme and the Dedicated Funding Programme for Publicly-funded Schools, with a total funding of over \$800 million.

The EDB will continue to follow up on the recommendations put forward by the Standing Committee on STEM Education and provide schools with various support measures to promote STEM education. These measures include continuing to enhance the ITP for STEM co-ordinators and teachers, incorporating elements relating to innovative technologies to equip teachers with innovative technology and subject knowledge, and assisting schools in the holistic planning of STEM education. Meanwhile, we will enrich the primary and secondary curriculum guides, further strengthen coding education and incorporate the learning elements related to innovative technologies, such as artificial intelligence, and their applications, so as to develop students' computational thinking and enhance their creativity, with an emphasis on developing students' media and information literacy in the digital era.

- End -



**CONTROLLING OFFICER'S REPLY****EDB047****(Question Serial No. 0319)**

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:

For each of the past 3 years, please provide the numbers of intake places and actual intakes, and the amount of tuition fees of the undergraduate, senior year top-up degree, associate degree and higher diploma programmes offered by self-financing post-secondary institutions; the average monthly salary of graduates from these programmes; the numbers of students of non-local degree programmes and postgraduate programmes, as well as their respective percentage shares of the overall student population in various self-financing institutions; and the tuition fee incomes of these institutions. The Matching Grant Scheme (MGS) aims at helping the self-financing post-secondary sector diversify its funding sources. With the eighth round concluded last year, will the Government consider launching a new round of MGS to promote the development of self-financing post-secondary education? What measures are in place to help self-financing institutions weather the challenges of declining student intakes?

Asked by: Hon TANG Fei (LegCo internal reference no.: 2)

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 (FYFD) and top-up degree programmes by institution from the 2019/20 to 2021/22 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 2018/19 to 2019/20 academic years are at **Annex 4**. The relevant information for the 2020/21 academic year is not yet available from relevant institutions pending completion of their graduate employment surveys.

The number of students of full-time locally-accredited self-financing undergraduate programmes by institution and place of origin from the 2019/20 to 2021/22 academic years are at **Annex 5**.

The total tuition fees and number of students by place of origin of locally-accredited self-financing research postgraduate (RPg) and taught postgraduate (TPg) programmes by institution from the 2019/20 to 2021/22 academic years are at **Annexes 6 and 7** respectively.

The eighth round of Matching Grant Scheme (MGS) was launched from July 2019 to March 2021 with an allocation of \$2.5 billion to help publicly-funded post-secondary institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. It did not cover self-financing post-secondary institutions. On the other hand, the seventh round of MGS was launched from August 2017 to July 2019 for application by qualified self-financing local degree-awarding institutions. It provided a total of nearly \$500 million in matching grants for 12 qualified institutions. Having regard to the impacts of the persisting COVID-19 epidemic and the challenging economic environment on self-financing post-secondary institutions' efforts to raise donations from the private sector, the Government currently has no plans to launch a new round of MGS for self-financing post-secondary institutions.

Nevertheless, it has all along been the Government's policy to support the parallel development of the self-financing and publicly-funded sectors. In this connection, the Government has implemented an array of measures to support self-financing institutions and provide financial assistance to students with a view to promoting the sustainable and healthy development of the self-financing sector. In particular, the Government launched the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (ESGS) with a funding of \$1.26 billion in December 2020 to support eligible self-financing post-secondary institutions to develop and enhance programmes that meet market needs but require high start-up costs. The ESGS also helps institutions better develop their own strengths and niche areas, strengthening strategic coordination among institutions. In 2020-21, 6 projects were approved with a total grant of about \$137 million.

To ease the financial pressure and cash flow issues of the self-financing post-secondary education sector and help institutions maintain the quality of education amid the epidemic (for example, by implementing e-learning), the Education Bureau (EDB) twice provided interest-free deferral of loan repayment for 2 years for self-financing post-secondary institutions under the Start-up Loan Scheme, in April 2020 and February 2022 respectively.

Self-financing post-secondary institutions enjoy a high degree of autonomy in administration and operate on a self-financing basis. The EDB is proactively following up on the recommendations put forward by the Task Force on Review of Self-financing Post-secondary Education in its review report submitted in December 2018. These recommendations include helping foster strategic co-ordination among self-financing institutions in respect of their positioning and programme offerings, as well as helping institutions identify and develop their distinct character and niche areas, with a view to promoting the healthy and sustainable development of the self-financing sector. The EDB has also repeatedly reminded institutions of the need to consolidate their programmes in terms of both quality and quantity in view of the decline in the number of secondary school graduates. The EDB will continue to maintain liaison with relevant institutions regarding their future development.

## Estimated Intake Places of Full-time Locally-accredited Self-financing Sub-degree, FYFD and Top-up Degree Programmes by Institution, 2019/20 to 2021/22

Institution	2019/20 Academic Year				2020/21 Academic year				2021/22 Academic Year			
	Estimated intake place				Estimated intake place				Estimated intake place			
	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total
Caritas Bianchi College of Careers	160	-	-	160	156	-	-	156	258	-	-	258
Caritas Institute of Community Education	80	-	-	80	80	-	-	80	80	-	-	80
Caritas Institute of Higher Education	150	490	70	710	133	506	86	725	168	500	88	756
Chu Hai College of Higher Education	-	602	198	800	-	602	198	800	-	480	200	680
School of Continuing and Professional Education, City University of Hong Kong	-	390	400	790	-	250	350	600	-	150	270	420
Gratia Christian College	120	100	80	300	160	90	65	315	140	90	85	315
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 430	-	-	1 430	1 560	-	-	1 560	1 710	-	-	1 710
Hong Kong Adventist College <sup>[2]</sup>	-	-	-	-	-	-	-	-	@	-	-	@
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	1 855	380 <sup>[3]</sup>	847	3 082	1 765	380 <sup>[3]</sup>	932	3 077	1 810	260 <sup>[3]</sup>	750	2 820
Hong Kong College of Technology and HKCT Institute of Higher Education	280	35	20	335	248	35	10	293	277	40	38	355
Hong Kong Institute of Technology	150	30	100	280	150	30	100	280	150	50	100	300
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education <sup>[4]</sup>	1 110	2 192	1 453	4 755	1 235	2 378	1 262	4 875	1 250	2 319	1 919	5 488
Hong Kong Nan Yan College of Higher Education	45	120	25	190	45	90	20	155	45	90	20	155
Hong Kong Shue Yan University	-	950	185	1 135	-	870	375	1 245	-	700	582	1 282
Lingnan University and Lingnan Institute of Further Education	590	-	-	590	498	75	25	598	444	95	40	579
SCAD Foundation (Hong Kong) Limited <sup>[5]</sup>	-	300	-	300	-	-	-	-	-	-	-	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	794	-	-	794	732	-	30	762	763	-	-	763
The Education University of Hong Kong	-	40	230	270	-	30	173	203	-	-	104	104
The Hang Seng University of Hong Kong	-	1 100	365	1 465	-	1 000	940	1 940	-	800	1 150	1 950
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	4 900	-	1 430	6 330	4 540	-	1 400	5 940	5 080	-	1 300	6 380
The Hong Kong University of Science and Technology	-	50	-	50	-	50	-	50	-	50	-	50
HKU School of Professional and Continuing Education / HKU SPACE Community College	3 400	43	160	3 603	3 000	36	116	3 152	3 100	28	119	3 247
Tung Wah College	340	895	340	1 575	340	745	295	1 380	340	745	295	1 380
UOW College Hong Kong	2 600	150	150	2 900	1 600	150	150	1 900	1 600	150	150	1 900
Vocational Training Council <sup>[6]</sup>	1 110	846	2 421	4 377	510	794	2 771	4 075	120	234	2 551	2 905
Yew Chung College of Early Childhood Education	120	35	35	190	120	35	35	190	120	35	60	215
YMCA College of Careers	30	-	-	30	55	-	-	55	40	-	-	40

## 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] Figures include places for the Study Subsidy Scheme for Designated Professions / Sectors.

[2] Hong Kong Adventist College started offering sub-degree 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] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.

- [6] 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.
- “@” Denotes that the relevant information is not available from the institution.

### Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, FYFD and Top-up Degree Programmes by Institution, 2019/20 to 2021/22

Institution	2019/20 Academic Year				2020/21 Academic Year				2021/22 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total
Caritas Bianchi College of Careers	159	-	-	159	346	-	-	346	327	-	-	327
Caritas Institute of Community Education	19	-	-	19	0	-	-	0	11	-	-	11
Caritas Institute of Higher Education	176	442	96	714	162	530	127	819	210	556	98	864
Chu Hai College of Higher Education	-	85	70	155	-	39	43	82	-	31	35	66
School of Continuing and Professional Education, City University of Hong Kong	-	179	268	447	-	81	207	288	-	85	103	188
Gratia Christian College	27	14	37	78	22	17	36	75	26	26	38	90
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 195	-	-	1 195	1 136	-	-	1 136	1 023	-	-	1 023
Hong Kong Adventist College <sup>[3]</sup>	-	-	-	-	-	-	-	-	7	-	-	7
Hong Kong Art School	43	31	-	74	38	17	22	77	45	@	@	@
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 811	274	749	2 834	1 813	191	732	2 736	1 836	158	621	2 615
Hong Kong College of Technology and HKCT Institute of Higher Education	243	@	@	@	226	@	@	@	215	@	@	@
Hong Kong Institute of Technology	153	31	72	256	147	69	133	349	127	96	163	386
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education <sup>[4]</sup>	1 038	1 747	1 354	4 139	1 100	1 362	1 881	4 343	1 120	1 480	1 813	4 413
Hong Kong Nan Yan College of Higher Education	0	30	1	31	7	48	2	57	0	43	1	44
Hong Kong Shue Yan University	-	826	277	1 103	-	648	442	1 090	-	540	613	1 153
Lingnan University and Lingnan Institute of Further Education	446	29	-	475	401	42	20	463	323	71	31	425
SCAD Foundation (Hong Kong) Limited <sup>[5]</sup>	-	183	-	183	-	-	-	-	-	-	-	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	821	-	-	821	751	-	0	751	739	-	-	739
The Education University of Hong Kong	-	29	160	189	-	12	147	159	-	-	71	71
The Hang Seng University of Hong Kong	-	1 348	857	2 205	-	915	1 072	1 987	-	811	1 012	1 823
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	4 988	-	1 095	6 083	4 763	-	932	5 695	5 069	-	893	5 962
The Hong Kong University of Science and Technology	-	61	-	61	-	42	-	42	-	48	-	48
HKU School of Professional and Continuing Education / HKU SPACE Community College	3 417	56	135	3 608	3 271	24	92	3 387	3 551	39	142	3 732
Tung Wah College	197	524	148	869	203	538	170	911	182	597	141	920
UOW College Hong Kong	2 091	53	166	2 310	1 219	19	148	1 386	496	21	132	649
Vocational Training Council <sup>[6]</sup>	1 444	322	2 358	4 124	376	163	2 577	3 116	110	161	2 106	2 377
Yew Chung College of Early Childhood Education	94	20	15	129	97	26	55	178	112	12	31	155
YMCA College of Careers	4	-	-	4	4	-	-	4	5	-	-	5

Notes:

- [1] Provisional figures as at early October 2021. The final actual intakes may vary.
  - [2] Figures include places for the Study Subsidy Scheme for Designated Professions / Sectors.
  - [3] Hong Kong Adventist College started offering sub-degree 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] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
  - [6] 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.
- “@” Denotes that the relevant information is not available from the institution.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing  
Sub-degree, FYFD and Top-up Degree Programmes by Institution, 2019/20 to 2021/22  
(Tuition Fee Not Yet Deducted by Any Applicable Subsidy)**

Institution	2019/20 Academic Year			2020/21 Academic Year			2021/22 Academic Year		
	Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)		
	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree
Caritas Bianchi College of Careers	55,970 - 69,230	-	-	57,930 - 70,890	-	-	59,950 - 72,940	-	-
Caritas Institute of Community Education	54,600	-	-	57,365	-	-	61,090	-	-
Caritas Institute of Higher Education	58,225 - 66,950	75,418 - 108,850	75,703 - 78,545	60,270 - 69,300	77,210 - 150,000	77,517 - 80,430	62,375 - 97,250	79,460 - 154,350	79,760 - 82,755
Chu Hai College of Higher Education	-	71,500	72,333 - 74,000	-	71,500	72,333 - 74,000	-	71,500	72,333 - 74,000
School of Continuing and Professional Education, City University of Hong Kong <sup>[1]</sup>	-	82,800	88,000 - 115,200	-	82,800	91,200 - 119,700	-	82,800	124,200
Gratia Christian College	50,750 - 64,000	66,483	69,020	51,950 - 65,530	68,528	70,670	53,400 - 67,350	70,000	72,700
HKU SPACE Po Leung Kuk Stanley Ho Community College	57,000	-	-	57,000 - 58,360	-	-	57,000 - 60,000	-	-
Hong Kong Adventist College <sup>[2]</sup>	-	-	-	-	-	-	60,000	-	-
Hong Kong Art School <sup>[1]</sup>	55,140	94,610	-	56,460	96,880	96,880	58,095	99,690	99,690
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film <sup>[1]</sup>	49,140 - 57,000	58,720 - 94,200	82,500 - 109,980	50,400 - 66,060	58,720 - 94,200	82,500 - 111,420	50,904 - 66,060	58,720 - 96,000	82,500 - 111,420
Hong Kong College of Technology and HKCT Institute of Higher Education	54,500 - 65,142	82,752 - 86,071	87,482	55,808 - 71,643	84,738 - 88,136	89,581	57,426 - 74,151	87,195 - 89,889	89,755 - 91,266
Hong Kong Institute of Technology <sup>[1]</sup>	42,000 - 65,000	69,000	59,880 - 74,000	42,000 - 65,000	48,000 - 69,000	48,000 - 74,000	56,000	48,000 - 70,333	48,000 - 76,000
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education <sup>[3]</sup>	59,400 - 95,540	74,166 - 120,481	74,166 - 106,000	60,800 - 97,830	75,920 - 160,000	75,800 - 108,507	62,560 - 100,620	78,120 - 164,600	77,960 - 117,600
Hong Kong Nan Yan College of Higher Education	70,000	67,500 - 78,100	67,500	73,000	69,000 - 79,800	69,000	75,000	71,000 - 82,000	71,000
Hong Kong Shue Yan University	-	70,500	70,500	-	72,190	72,190	-	74,280	74,280
Lingnan University and Lingnan Institute of Further Education	55,200 - 69,500	100,000	-	55,200 - 69,500	100,000 - 140,000	90,000 - 100,000	59,800 - 72,950	100,000 - 140,000	90,000 - 140,000
SCAD Foundation (Hong Kong) Limited <sup>[1][4]</sup>	-	298,775	-	-	-	-	-	-	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong <sup>[1]</sup>	56,700 - 80,040	-	-	59,700 - 83,145	-	89,320	61,800 - 86,940	-	-
The Education University of Hong Kong	-	98,000	98,000 - 107,800	-	98,000	98,000 - 107,800	-	-	98,000
The Hang Seng University of Hong Kong	-	86,750	88,533 - 92,100	-	89,275 - 110,795	91,110 - 94,780	-	91,855 - 114,005	93,743 - 115,893
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	57,900 - 68,895	-	74,250 - 98,550	59,700 - 71,025	-	76,500 - 101,565	61,350 - 73,013	-	78,750 - 104,580
The Hong Kong University of Science and Technology	-	244,703	-	-	257,500	-	-	259,500	-
HKU School of Professional and Continuing Education / HKU SPACE Community College <sup>[1]</sup>	57,000 - 79,000	59,200	54,900 - 110,700	57,000 - 79,000	59,200	58,400 - 112,500	57,000 - 79,000	61,600	65,980 - 112,500
Tung Wah College	57,650 - 92,200	66,000 - 140,675	71,600 - 133,913	59,050 - 94,400	67,575 - 147,700	73,300 - 137,941	60,750 - 98,200	69,525 - 153,600	75,400 - 141,900
UOW College Hong Kong <sup>[1]</sup>	50,400 - 84,950	71,500	74,000 - 96,000	50,400 - 84,950	71,500	74,000 - 96,000	50,400 - 84,950	71,500	74,000 - 96,000
Vocational Training Council <sup>[1][5]</sup>	56,600 - 57,800	81,510 - 105,930	65,284 - 105,930	57,600 - 59,000	83,490 - 108,405	66,880 - 108,405	57,600 - 59,000	85,800 - 111,540	66,880 - 111,540
Yew Chung College of Early Childhood Education	73,850	88,400	88,400	76,810	90,515	90,520	79,030	93,135	93,140
YMCA College of Careers	53,500	-	-	54,780 - 58,900	-	-	54,780 - 58,900	-	-

Notes:

- [1] Institutions offering locally-accredited non-local FYFD and/or top-up degree programmes.
  - [2] Hong Kong Adventist College started offering sub-degree programmes in the 2021/22 academic year.
  - [3] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
  - [4] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
  - [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.



**Average Annual Salaries of Graduates in Full-time Employment of Full-time  
Locally-accredited Self-financing Sub-degree and Undergraduate Programmes,  
2018/19 to 2019/20**

Institution	2018/19 Academic Year		2019/20 Academic Year	
	Average Annual Salary (\$)		Average Annual Salary (\$)	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	222,600	-	223,400	-
Caritas Institute of Community Education	218,300	-	219,800	-
Caritas Institute of Higher Education	237,400	327,300	257,000	343,100
Centennial College	-	181,600	-	169,300
Chu Hai College of Higher Education	-	189,700	-	225,600
School of Continuing and Professional Education, City University of Hong Kong	-	168,000 - 204,000	-	168,000 - 204,000
Gratia Christian College	@	@	142,400	315,800
HKU SPACE Po Leung Kuk Stanley Ho Community College	173,200	-	165,600	-
Hong Kong Art School	232,000	216,000	#	216,000
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	177,800	194,700	175,600	190,500
Hong Kong College of Technology and HKCT Institute of Higher Education	212,500	#	207,600	@
Hong Kong Institute of Technology	200,400	287,700	196,800	252,600
Hong Kong Metropolitan University and Li Ka Shing School of Professional and Continuing Education <sup>[1]</sup>	237,900	216,800	252,200	218,100
Hong Kong Nang Yan College of Higher Education	-	166,000	-	208,800
Hong Kong Shue Yan University	-	187,900	-	183,200
Lingnan University and Lingnan Institute of Further Education	199,700	-	186,400	-
SCAD Foundation (Hong Kong) Limited <sup>[2]</sup>	-	@	-	@
School of Continuing and Professional Studies, The Chinese University of Hong Kong	184,200	@	182,100	@
The Education University of Hong Kong	-	194,200	-	190,100
The Hang Seng University of Hong Kong	-	194,800	-	189,000
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	158,800	180,400	167,100	194,900
The Hong Kong University of Science and Technology	-	@	-	@
HKU School of Professional and Continuing Education / HKU SPACE Community College	162,700	192,800	158,800	181,300
Tung Wah College	224,200	365,000	227,600	377,700
UOW College Hong Kong	190,200	208,400	212,300	219,500
Vocational Training Council <sup>[3]</sup>	188,300	194,500	180,800	191,000
Yew Chung College of Early Childhood Education	226,100	-	218,700	276,000
YMCA College of Careers	155,300	-	210,000	-

## 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.

“@” Denotes that the relevant information is not available from the institution.

“#” Denotes that no graduates surveyed by the institution were in full-time employment.

### Number of Students of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Place of Origin, 2019/20 to 2021/22

Academic Year	Institution	Number of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2019/20	Caritas Institute of Higher Education	1 498	48	2	1 548
	Centennial College	65	1	2	68
	Chu Hai College of Higher Education	356	197	2	555
	School of Continuing and Professional Education, City University of Hong Kong	1 014	1	7	1 022
	Community College of City University / UOW College Hong Kong	235	0	7	242
	Gratia Christian College	109	0	0	109
	HKCT Institute of Higher Education	@	@	@	@
	Hong Kong Art School	99	0	0	99
	Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	2 168	171	0	2 339
	Hong Kong Institute of Technology	324	0	1	325
	Hong Kong Nang Yan College of Higher Education	84	3	0	87
	Hong Kong Shue Yan University	3 446	414	0	3 860
	Lingnan University	3	26	0	29
	SCAD Foundation (Hong Kong) Limited	236	48	327	611
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	16	0	0	16
	The Education University of Hong Kong	854	55	2	911
	The Hang Seng University of Hong Kong	5 406	186	3	5 595
	The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	2 156	166	2	2 324
	The Hong Kong University of Science and Technology	8	13	144	165
	The Open University of Hong Kong	7 998	1 258	12	9 268
	HKU School of Professional and Continuing Education	323	0	28	351
	Tung Wah College	2 221	10	1	2 232
	Vocational Training Council	4 786	32	11	4 829
	Yew Chung College of Early Childhood Education	62	0	2	64
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
	School of Continuing and Professional Education, City University of Hong Kong	759	1	7	767
	Gratia Christian College	145	0	0	145
	HKCT Institute of Higher Education	@	@	@	@
	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 and its School of Professional Education and Executive Development / Hong Kong Community College	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
	HKU 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

Academic Year	Institution	Number of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2021/22 (Provisional figures)	Caritas Institute of Higher Education	2 119	11	2	2 132
	Centennial College	13	0	0	13
	Chu Hai College of Higher Education	216	137	3	356
	School of Continuing and Professional Education, City University of Hong Kong	587	1	7	595
	Gratia Christian College	149	0	0	149
	HKCT Institute of Higher Education	@	@	@	@
	Hong Kong Art School	101	0	0	101
	Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	1 890	233	0	2 123
	Hong Kong Institute of Technology	397	0	0	397
	Hong Kong Metropolitan University	8 157	1 606	10	9 773
	Hong Kong Nang Yan College of Higher Education	150	0	0	150
	Hong Kong Shue Yan University	3 393	393	1	3 787
	Lingnan University	17	170	0	187
	The Education University of Hong Kong	328	59	2	389
	The Hang Seng University of Hong Kong	5 725	330	2	6 057
	The Hong Kong Polytechnic University and its School of Professional Education and Executive Development / Hong Kong Community College	1 648	210	3	1 861
	The Hong Kong University of Science and Technology	10	14	138	162
	HKU School of Professional and Continuing Education	347	1	8	356
	Tung Wah College	2 732	17	0	2 749
	UOW College Hong Kong	283	0	1	284
	Vocational Training Council	3 967	40	10	4 017
	Yew Chung College of Early Childhood Education	143	0	2	145

Notes:

- Figures include students of FYFD and top-up degree programmes.
- The place of origin of non-local students is determined having regard to their nationality or place of residence.
- SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
- The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.
- 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 information is not available from the institution.

**Total Tuition Fees of and Number of Students by Place of Origin of  
Locally-accredited Self-financing RPg Programmes by Institution,  
2019/20 to 2021/22**

Academic Year	Institution	Total Tuition Fees (\$)	Number of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2019/20	City University of Hong Kong	@	121	639	66	827
	Hong Kong Baptist University	@	52	126	16	194
	Lingnan University	@	4	3	0	7
	The Chinese University of Hong Kong	@	293	503	35	831
	The Education University of Hong Kong	@	9	5	4	18
	The Hong Kong Polytechnic University	@	169	582	113	864
	The Hong Kong University of Science and Technology	@	138	687	104	929
	The University of Hong Kong	@	305	306	40	650
	The Open University of Hong Kong	@	14	0	0	14
	Hong Kong Shue Yan University	138,000 - 207,000	10	1	0	11
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 (Provisional figures)	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
	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 of non-local students is determined having regard to their nationality or place of residence.
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 TPg Programmes by Institution,  
2019/20 to 2021/22**

Academic Year	Institution	Total Tuition Fees (\$)	Number of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2019/20	Chu Hai College of Higher Education	80,000-200,000	67	130	0	197
	City University of Hong Kong	48,360-1,000,000	1 913	3 512	58	5 483
	Hong Kong Baptist University and its School of Continuing Education	65,000-590,000	1 209	2 232	64	3 505
	Hong Kong Shue Yan University	76,800-180,000	88	0	17	105
	Lingnan University	52,000-188,000	85	588	22	695
	The Chinese University of Hong Kong	66,000-764,000	5 494	3 266	137	8 897
	The Education University of Hong Kong	120,000-401,436	720	1 075	12	1 807
	The Hang Seng University of Hong Kong	100,800-120,000	29	80	2	111
	SCAD Foundation (Hong Kong) Limited	298,181-602,326	9	6	11	26
	The Hong Kong Academy for Performing Arts	202,000-244,200	79	46	5	130
	The Hong Kong Polytechnic University	17,050-851,700	5 011	2 612	135	7 758
	The Hong Kong University of Science and Technology	60,000-1,377,000	1 033	2 165	307	3 505
	The Open University of Hong Kong	31,500-231,600	396	597	10	1 003
	The University of Hong Kong and its School of Professional and Continuing Education	15,000-1,628,400	7 137	2 549	347	10 033
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 (Provisional figures)	Caritas Institute of Higher Education	144,800	@	@	@	@
	Chu Hai College of Higher Education	100,000-220,000	@	@	@	@
	City University of Hong Kong	62,400-1,000,000	@	@	@	@
	Hong Kong Baptist University and its School of Continuing Education	60,000-678,000	@	@	@	@
	Hong Kong Metropolitan University	18,420-237,300	@	@	@	@
	Hong Kong Shue Yan University	76,800-180,000	@	@	@	@
	Lingnan University	52,000-213,000	@	@	@	@
	The Chinese University of Hong Kong	78,400-780,800	@	@	@	@
	The Education University of Hong Kong	120,000-450,000	@	@	@	@
	The Hang Seng University of Hong Kong	103,140-300,000	@	@	@	@
	The Hong Kong Academy for Performing Arts	202,000-244,200	@	@	@	@
	The Hong Kong Polytechnic University	108,000-907,800	@	@	@	@
	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	15,500-1,639,500	@	@	@	@

Note:

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 of non-local students is determined having regard to their nationality or place of residence.
3. SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
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.

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**CONTROLLING OFFICER'S REPLY**

**EDB048**

**(Question Serial No. 0320)**

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:

Since teachers are at the forefront of education, 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, end the shambles of Hong Kong's education and put it back on the right track. In this connection, would the Government please advise this Committee of the following:

- (1) The number of complaints about teachers' misconduct received by the current-term Government, with a classification of the main causes of complaints, the number of cases imposed with disciplinary action with a breakdown of the actions taken.
- (2) Upon cessation of the operation of the Council on Professional Conduct in Education, does the Government have any specific 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? Some examples include revising the Code for the Education Profession of Hong Kong, setting up a Basic Law Test for teachers, and providing professional training for teachers on the Basic Law and National Security Law.

Asked by: Hon TANG Fei (LegCo internal reference no.: 3)

Reply:

- (1) From July 2017 to December 2021, the Education Bureau (EDB) received a total of 466 complaints about suspected professional misconduct of teachers. We have completed the investigation of 413 cases, of which 174 are found unsubstantiated while 18 will be followed up from the perspective of teacher registration upon completion of judicial proceedings. As at end-February 2022, among the

substantiated cases, we have cancelled 7 teachers' registration and issued reprimand and warning letters to 50 and 72 teachers respectively pursuant to the Education Ordinance. The EDB will consider cancelling these teachers' registration if they misconduct themselves again. We have also issued advisory letters to 52 teachers and verbal reminders to another 37 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. There is no need for the EDB to follow up the other 8 cases due to reasons such as the teachers concerned are not registered/permitted teachers, the misconduct involved was minor and disciplinary actions have been taken by their schools, etc. Given the extensive coverage and unique nature of these cases, with quite a number of them involving multiple allegations, we do not categorise the cases by type.

- (2) Pursuant to the Education Ordinance, the EDB is the authority for registration of teachers. Playing a gatekeeping role over the quality of teachers, the EDB is responsible for ensuring that all teachers allowed to teach in schools are fit and proper persons. In this regard, with an evidence-based approach, the EDB has been handling cases of suspected professional misconduct in a serious and prudent manner from the perspective of the education professionalism. Since 2003, the EDB has set up an internal Task Force comprising directorate officers to review all the cases that involve teacher registration. The EDB has been handling each and every complaint against teachers prudently and in accordance with the established mechanism and procedures in a fair, just, impartial and objective manner. The Education Commission set up the Working Group on Promoting and Upholding Teachers' Professional Conduct in 2013 to conduct a review on the relevant mechanism. In its review report issued in 2015, the working group affirmed that the prevailing mechanism has been working effectively and was satisfied with the mechanism under which the EDB is playing the monitoring role. Since members of the internal Task Force are experienced education professionals and have listened to the views of frontline principals and teachers through different channels on a day-to-day basis, the internal Task Force has sufficient understanding of the work of frontline teachers and the teaching environment, and can make proper recommendations to the Permanent Secretary for Education. The working group was satisfied with this mechanism. In addition, the Appeal Board which considers the decisions of the Permanent Secretary for Education also has the participation of experienced registered teachers. The working group did not recommend to involve outside teachers in the investigation work of the internal Task Force regarding complaints on misconduct.

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. The COTAP comprises frontline educators, academics from tertiary institutions, parents and other members from the community. Apart from introducing the "T-standard<sup>+</sup>" on professional standards for teachers and principals 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. The 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) Starting from the 2022/23 school year, newly-appointed teachers in all public sector schools are required to pass the Basic Law Test (BLT) in order to be considered for appointment. In this connection, the EDB conducts two rounds of the BLT for teachers on a pilot basis. We will consider progressively extending the relevant requirement to other schools (such as schools joining the Direct Subsidy Scheme (DSS), kindergartens joining the kindergarten education scheme, etc.) and other teachers. Moreover, the EDB will formulate an official code of conduct for teachers to provide clear guidelines and examples on teachers' professional conduct, which are expected to be completed this year. We will also provide examples to illustrate the penalties for teacher misconduct to help teachers to be mindful about their words and deeds and be law-abiding. These guidelines will also serve as a reference for the EDB in reviewing the registration status of teachers.

As for teacher training, starting from the 2020/21 school year, the EDB has provided structured training for newly-joined and in-service teachers, and enhanced the arrangements of training for promotion. Under the new training requirements, teachers appointed to teach in public sector or DSS schools for the first time are required to complete 30 hours of core training within the first 3 years of service while teachers aspiring for promotion are required to complete 30 hours of core training within 5 years prior to the date of substantive promotion. To deepen teachers' and principals' understanding of "One Country, Two Systems", national security and national development, the EDB has included contents about the Constitution, the Basic Law and national security education in the core training programmes, and invited experienced legal experts and academics to be speakers at these programmes. The EDB has also proactively liaised and collaborated with expert organisations to organise more in-depth thematic programmes. For example, in the 2020/21 and 2021/22 school years, we organised 4 rounds of a 3-day training programme entitled "Respecting the Law, Reinforcing the Rule of Law". The programme was well-received by teachers as it enabled them to learn more about the constitutional status of Hong Kong and the rule of law in a systematic manner. Experienced legal experts were also invited to give thematic talks on the rule of law and the National Security Law. Besides, from July to August 2021, the EDB also organised 4 talks, each with a different theme, on the 100th anniversary of the founding of the Communist Party of China in collaboration with an expert organisation. During these talks, experts and academics analysed the historical background of the founding of New China from different perspectives to enhance teachers' understanding of our national history. The training programmes were delivered face-to-face and group discussions were held in some sessions to promote direct interaction and exchange between participants and the experts. Teachers welcomed and enthusiastically took part in these programmes. The estimated expenditure on these items is subsumed under the EDB's recurrent expenditure, and a breakdown is not available.

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**CONTROLLING OFFICER'S REPLY**

**EDB049**

**(Question Serial No. 0410)**

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:

With the epidemic persisting for more than a year, quarantine-free travel between Hong Kong and the Mainland has yet to resume, seriously affecting cross-boundary students (CBS) attending schools in Hong Kong. Quite a number of schools that have admitted CBS have reported withdrawals of their students. Moreover, some districts are facing a shortage of students due to an ageing population. The student headcount compiled by the Education Bureau revealed a worrying reduction of 15 Primary One classes and 8 Secondary One classes in this school year. Regarding demographic changes in student population, small class teaching (SCT), allocation of more students to each class and class reduction, please advise this Committee of:

A breakdown of class additions and reductions by class level in each school net and in the whole territory in the past 3 school years; the numbers of primary schools implementing SCT in each district and in the whole territory, their percentage shares of primary schools in the respective districts and the total numbers of primary schools in the districts; the projected mid-year school-age population aged 3, 6 and 12 residing in Hong Kong by district from 2022/23 to 2031/32; and whether there are any measures in place to cope with the crisis of class reduction in view of the expected decline in student population; if yes, of the details; if no, of the reasons.

Asked by: Hon TANG Fei (LegCo internal reference no.: 7)

Reply:

The changes in the number of classes at each class level in public sector primary and secondary schools in each district and the whole territory in the past 3 school years (from the 2019/20 to 2021/22 school years) when comparing to that of the preceding school year are set out at Annex A and Annex B respectively.

The total number of public sector primary schools in each district and the whole territory, the number of schools implementing small class teaching (SCT) (i.e. those allocated 25 students per Primary One (P1) class under the Primary One Admission (POA)) and its

percentage share in the past 3 school years (from the 2019/20 to 2021/22 school years) are tabulated at Annex C.

The projected mid-year school-age population aged 3, 6 and 12 who are residing in Hong Kong from 2022 to 2031 is tabulated at Annex D. The projection is made with reference to the “Hong Kong Population Projections 2020-2069” 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.

According to the projected school-age population, it is expected that there will be a structural and continuous decrease in future school-age population. It remains uncertain whether and when the birth rate in Hong Kong will rebound. When formulating future plans, our policy objective will certainly be based on the interests of students, considering how to optimise resources for continuous improvement of the quality of teaching and learning. Schools are established to nurture the whole person development of students. It is essential for schools to maintain an optimal size of student population for creating a conducive teaching and learning environment and providing opportunities for learning in groups, so as to meet the different learning and development needs of students while ensuring the quality of education. On the other hand, the Education Bureau (EDB) has to make good use of the limited public resources to ensure that education expenditure is used effectively in a targeted manner to provide quality education for students. We believe that, as the future school-age population will continue to drop, it is unavoidable to adjust the overall number of primary and secondary classes correspondingly.

The EDB will adopt multi-pronged measures to address the challenges arising from the structural changes in student population in the long term so as to stabilise the learning environment and maintain the quality of teaching and learning. The measures include:

- (i) The EDB, being the school sponsoring body of government schools, will lead by example and formulate long-term development plans for individual government schools, taking into account various factors including Government policies, demographic changes, demand and supply of school places, overall development needs of government schools and utilisation of government resources. For example, with a view to reducing the long-term surplus of school places in certain districts, the EDB may cease the operation of schools with persistent under-enrolment, merge government schools as necessary or relocate schools in districts with a relatively sizeable surplus of school places to districts with excessive demand for school places or New Development Areas which are expected to have a greater demand for school places in the future. In this connection, the EDB has already made arrangements to cease the operation of the Island Road Government Primary School in an orderly and gradual manner from the 2021/22 school year, merge the Lung Cheung Government Secondary School with the Kowloon Technical School starting from the 2022/23 school year, and relocate the Canton Road Government Primary School and the Shau Kei Wan East Government Secondary School to the new school premises at the Anderson Road Quarry site in Sai Kung District in the 2025/26 and 2026/27 school years respectively with a view to minimising the impact of declining demand for school places in the school nets concerned on schools in the area. We hope that such endeavours will serve as examples for other school sponsoring bodies' reference;

- (ii) The four time-limited primary schools operated to cope with the transient increase in P1 student population in the past will cease operation gradually as originally planned;
- (iii) Our school allocation exercises in the future will accord priority to reprovisioning of schools or expansion of school premises, especially those schools which are far below the prevalent building standards, so as to improve the quality of school premises;
- (iv) At present, around 80% of public sector primary schools in Hong Kong have implemented SCT. 11 schools will start implementing SCT in the 2022/23 school year, while arrangements have been made for 16 and 15 schools to start implementing SCT in the 2023/24 and 2024/25 school years respectively. By then, nearly 90% of public sector primary schools will have implemented SCT. 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 their respective school sponsoring bodies, and encourage them to get prepared for early implementation of SCT in public sector primary schools where the conditions permit; and
- (v) We will timely review the number of students allocated to each Secondary One (S1) class in 2025 and subsequent school years, the criteria for approving classes and other related arrangements to address the structural situation of a long-term persistent decrease in demand for S1 places while ensuring the quality of education and the appropriate use of resources.

The EDB has been meeting with individual school sponsoring bodies to urge them to explore ways to consolidate their resources in an orderly manner. We will keep close communication with the sector and encourage them to plan ahead to cope with the impact of declining student population.

**Changes in the number of classes at each class level in public sector primary schools in each district  
from the 2019/20 to 2021/22 school years when comparing to that of the preceding school year**

District	2019/20 school year						2020/21 school year						2021/22 school year					
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6
Central & Western	0	-2	0	2	1	-1	0	0	-2	0	2	1	-1	0	0	-2	0	1
Wan Chai	-7	-4	-1	-5	-3	-4	-2	-3	0	2	-1	1	1	-2	-3	1	1	-1
Eastern	-1	5	5	7	3	5	-1	-5	0	0	3	-1	-5	-3	-4	1	-1	3
Southern	-2	1	2	-1	1	0	0	-2	1	2	-1	1	-3	-1	-3	1	2	-1
Sham Shui Po	2	2	1	2	-1	4	4	2	0	-2	-1	-1	-5	4	2	0	-2	-1
Yau Tsim Mong	-4	-1	1	2	-3	4	1	-4	-1	1	2	-3	-4	0	-4	-1	1	2
Kowloon City	-1	0	0	-4	-5	4	2	-1	0	1	-3	-4	-2	1	-1	0	1	-3
Wong Tai Sin	-5	-6	3	3	8	1	1	-5	-6	3	3	8	-5	1	-5	-6	3	3
Kwun Tong	-11	-3	13	-1	5	-8	1	-11	-4	11	-3	5	-3	1	-11	-4	11	-3
Tsuen Wan	-5	0	1	2	1	0	0	-5	0	1	1	1	0	-1	-5	0	1	1
Tuen Mun	-3	-6	2	2	-8	12	1	-3	-7	1	2	-8	-4	-1	-2	-6	1	2
Yuen Long	-15	0	0	1	-4	11	2	-15	0	0	1	-4	-7	3	-15	-1	-2	-1
North	-15	4	5	-4	0	8	-2	-15	3	5	-4	0	0	0	-13	5	7	-2
Tai Po	-5	11	0	1	-1	-6	0	-5	11	0	0	-1	-6	-2	-6	11	0	0
Sha Tin	-8	-4	8	3	1	10	5	-8	-5	6	0	2	-5	4	-8	-5	7	0
Sai Kung	-4	3	6	2	-1	7	3	-4	3	6	2	-1	-7	3	-4	3	4	1
Islands	0	8	8	5	6	0	-1	-7	4	6	3	6	-4	0	-6	4	5	3
Kwai Tsing	-15	0	6	3	4	0	4	-15	1	5	3	4	-3	4	-15	1	4	3
Grand total	-99	8	60	20	4	47	18	-106	-2	48	9	6	-63	11	-103	2	43	7

Note: In general, the number of approved P1 classes will change in light of the increase or decrease in the school-age population in that school year and the position will be extended progressively to P6 together with that cohort of students. Besides, due to the uneven distribution of student population and schools in individual districts, even when the overall school-age population has increased/decreased, the number of classes in schools in individual districts may still increase/reduce.

**Changes in the number of classes at each class level in public sector secondary schools in each district  
from the 2019/20 to 2021/22 school years when comparing to that of the preceding school year**

District	2019/20 school year						2020/21 school year						2021/22 school year					
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Central & Western	0	1	0	-1	0	-1	0	0	1	0	-1	0	0	0	0	1	0	-1
Wan Chai	1	0	0	0	0	0	0	1	0	0	0	0	-1	-1	1	0	0	0
Eastern	-2	3	-3	1	-3	0	2	-2	3	-2	1	-3	-6	2	-2	3	-2	1
Southern	1	0	1	-1	0	-3	-1	1	0	1	-1	0	0	-2	1	-1	1	-1
Sham Shui Po	0	0	0	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0
Yau Tsim Mong	-1	0	0	-1	-3	1	1	-1	0	0	-1	-3	-1	1	-1	0	0	-1
Kowloon City	0	0	1	-1	0	0	0	0	0	1	-1	0	0	0	0	0	1	-1
Wong Tai Sin	-1	2	-1	0	-2	-1	1	-1	2	-1	0	-2	-2	1	-1	2	-1	0
Kwun Tong	0	0	0	0	0	0	3	0	0	0	0	0	-3	3	0	0	0	0
Tsuen Wan	0	0	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0	-1
Tuen Mun	3	3	3	-5	-1	-5	0	3	3	3	-5	-1	0	0	3	3	3	-5
Yuen Long	4	0	1	-2	-2	0	13	4	0	1	-2	-2	-12	12	4	0	1	-2
North	2	17	-1	1	-1	1	0	2	17	-1	1	-1	0	0	2	17	-1	1
Tai Po	4	3	1	0	-1	0	0	4	3	1	0	-1	-4	0	4	3	1	0
Sha Tin	5	0	1	1	-2	-1	8	5	0	0	1	-2	-3	8	5	0	0	1
Sai Kung	0	1	0	0	0	-1	0	0	1	0	0	0	0	0	0	1	0	0
Islands	0	-1	0	0	-1	0	-1	0	-1	-1	0	-1	0	-1	0	-1	-1	0
Kwai Tsing	0	1	-1	0	0	-2	1	0	1	-1	0	0	0	1	0	1	-1	0
Grand total	16	30	2	-9	-17	-12	27	16	30	1	-9	-17	-32	24	16	29	1	-9

- Notes: 1. Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included in the above table as they only provide support services to secondary schools for curriculum enrichment.
2. In general, the number of approved S1 classes will change in light of the increase or decrease in the school-age population in that school year and the position will be extended progressively to S6 together with that cohort of students. Besides, due to the uneven distribution of student population and schools in individual districts, even when the overall school-age population has increased/decreased, the number of classes in schools in individual districts may still increase/reduce.

**Number of public sector primary schools implementing small class teaching (SCT)  
in each district from the 2019/20 to 2021/22 school years**

District [school-netting under Primary One Admission (POA) System]	2019/20 school year		2020/21 school year		2021/22 school year	
	No. of public sector primary schools	No. [%] of schools with SCT	No. of public sector primary schools	No. [%] of schools with SCT	No. of public sector primary schools	No. [%] of schools with SCT
Central & Western [School Net 11]	16	10 [62.5]	16	10 [62.5]	16	10 [62.5]
Wan Chai [School Net 12]	15	11 [73.3]	15	11 [73.3]	15	11 [73.3]
Eastern [School Nets 14 & 16]	25	15 [60]	25	15 [60]	25	15 [60]
Southern [School Net 18]	11	9 [81.8]	11	9 [81.8]	11	11 [100.0]
Sham Shui Po [School Net 40]	21	12 [57.1]	21	12 [57.1]	21	12 [57.1]
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	19	11 [57.9]	18	10 [55.6]
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	34	23 [67.6]	34	23 [67.6]
Wong Tai Sin [School Nets 43 & 45]	24	23 [95.8]	24	23 [95.8]	24	24 [100.0]
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	32	27 [84.4]	32	27 [84.4]
Tsuen Wan [School Net 62]	18	10 [55.6]	18	10 [55.6]	18	10 [55.6]
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	34	30 [88.2]	34	30 [88.2]
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	45	40 [88.9]	45	40 [88.9]
North [School Nets 80, 81 & 83]	28	19 [67.9]	28	21 [75.0]	28	28 [100.0]
Tai Po [School Net 84]	19	16 [84.2]	19	16 [84.2]	19	16 [84.2]
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	39	28 [71.8]	39	28 [71.8]
Sai Kung [School Net 95]	22	22 [100.0]	22	22 [100.0]	22	22 [100.0]
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	16	15 [93.8]	16	16 [100.0]
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	33	22 [66.7]	33	22 [66.7]
Total in Hong Kong	451	343 [76.1]	451	345 [76.5]	450	355 [78.9]

- Notes: 1. Figures refer to schools participating in POA 2019, 2020 and 2021.  
 2. As one public sector primary school in Yau Tsim Mong district ceased to participate in POA 2021, both the number of public sector primary schools and number of schools with SCT in Yau Tsim Mong district have decreased by one.

**Projected mid-year school-age population aged 3 residing in Hong Kong by district  
from 2022 to 2031**

District	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Central & Western	1 500	1 600	1 700	2 000	1 900	1 800	1 700	1 700	-	-
Wan Chai	1 200	1 200	1 200	1 400	1 300	1 200	1 200	1 100	-	-
Eastern	3 400	3 100	3 100	3 300	3 100	2 800	2 600	2 500	-	-
Southern	1 600	1 400	1 400	1 400	1 400	1 400	1 500	1 400	-	-
Sham Shui Po	3 300	3 000	3 200	3 300	3 100	3 000	2 800	2 700	-	-
Yau Tsim Mong	2 500	2 500	2 500	2 900	2 800	2 600	2 400	2 300	-	-
Kowloon City	2 900	2 700	2 800	3 300	3 400	3 500	3 300	3 200	-	-
Wong Tai Sin	2 600	2 400	2 300	2 200	2 100	2 000	2 000	1 900	-	-
Kwun Tong	4 400	3 900	3 800	3 900	3 900	3 700	3 500	3 300	-	-
Tsuen Wan	2 100	2 000	2 000	2 200	2 100	1 900	1 900	1 800	-	-
Tuen Mun	3 700	3 600	3 600	3 700	3 600	3 500	3 400	3 200	-	-
Yuen Long	4 500	4 200	4 200	4 400	4 300	4 200	4 300	4 400	-	-
North	2 900	2 600	2 500	2 400	2 500	2 700	2 900	2 800	-	-
Tai Po	2 300	2 300	2 600	2 600	2 300	2 200	2 000	2 100	-	-
Sha Tin	4 300	3 900	3 900	4 000	3 800	3 600	3 400	3 300	-	-
Sai Kung	3 200	3 000	3 000	3 500	3 500	3 300	3 200	3 300	-	-
Islands	1 400	1 400	1 600	2 200	2 100	2 200	2 200	2 200	-	-
Kwai Tsing	3 700	3 400	2 800	2 700	2 500	2 400	2 300	2 100	-	-
<b>All Districts</b>	<b>51 500</b>	<b>48 000</b>	<b>48 200</b>	<b>51 400</b>	<b>49 600</b>	<b>48 000</b>	<b>46 600</b>	<b>45 200</b>	<b>44 000</b>	<b>42 700</b>

- 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 are considered suitable for kindergarten education (i.e. Kindergarten 1).
  3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3 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 or over the age of 3 may also enrol for Kindergarten 1.
  4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
  5. Mid-year projected figures by district for 2030 and 2031 are not available.



**Projected mid-year school-age population aged 6 residing in Hong Kong by district  
from 2022 to 2031**

District	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Central & Western	1 200	1 400	1 400	1 300	1 300	1 400	1 600	1 600	-	-
Wan Chai	900	1 000	1 000	1 000	1 000	1 000	1 200	1 100	-	-
Eastern	3 800	3 700	3 300	3 100	2 800	2 800	2 900	2 700	-	-
Southern	2 000	1 700	1 600	1 500	1 400	1 400	1 600	1 500	-	-
Sham Shui Po	4 100	3 900	3 700	3 400	3 100	3 100	3 200	3 000	-	-
Yau Tsim Mong	2 000	2 500	2 300	2 200	2 100	2 100	2 400	2 300	-	-
Kowloon City	3 100	3 000	2 700	2 800	2 700	2 800	3 300	3 300	-	-
Wong Tai Sin	3 000	3 000	2 900	2 800	2 500	2 400	2 400	2 300	-	-
Kwun Tong	5 800	5 300	4 900	4 600	4 400	4 300	4 200	4 000	-	-
Tsuen Wan	2 400	2 200	2 000	1 900	1 800	1 800	2 000	1 900	-	-
Tuen Mun	3 800	4 300	4 100	4 000	3 800	3 800	3 900	3 600	-	-
Yuen Long	5 500	5 000	4 500	4 400	4 100	4 100	4 600	4 700	-	-
North	3 000	3 100	2 900	2 900	2 800	3 000	3 300	3 300	-	-
Tai Po	2 200	2 600	2 700	2 500	2 400	2 500	2 400	2 200	-	-
Sha Tin	5 300	5 100	4 600	4 400	3 900	3 900	3 900	3 700	-	-
Sai Kung	4 000	3 500	3 200	3 300	3 100	3 200	3 500	3 500	-	-
Islands	1 800	1 600	1 600	2 000	2 000	2 200	2 600	2 600	-	-
Kwai Tsing	4 600	4 300	4 000	3 900	3 500	2 800	2 800	2 600	-	-
<b>All Districts</b>	<b>58 500</b>	<b>57 300</b>	<b>53 300</b>	<b>52 000</b>	<b>48 700</b>	<b>48 500</b>	<b>51 700</b>	<b>50 000</b>	<b>48 500</b>	<b>47 200</b>

- 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 are considered suitable for primary education (i.e. Primary One).
  3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 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 or over the age of 6 may also enrol for Primary One.
  4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
  5. Mid-year projected figures by district for 2030 and 2031 are not available.

**Projected mid-year school-age population aged 12 residing in Hong Kong by district  
from 2022 to 2031**

District	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Central & Western	1 600	1 700	1 500	1 300	1 300	1 400	1 100	1 300	-	-
Wan Chai	1 200	1 400	1 100	900	900	800	800	900	-	-
Eastern	4 100	5 100	4 800	3 900	3 600	4 300	3 500	3 500	-	-
Southern	2 200	2 500	2 400	2 100	2 100	2 100	2 100	1 800	-	-
Sham Shui Po	4 200	4 900	5 000	4 000	4 000	4 100	4 200	4 000	-	-
Yau Tsim Mong	2 400	2 300	2 500	2 200	2 100	1 900	1 700	2 100	-	-
Kowloon City	3 300	3 800	3 900	3 100	2 900	3 500	3 200	3 100	-	-
Wong Tai Sin	3 600	3 800	3 800	3 300	2 800	3 300	3 300	3 300	-	-
Kwun Tong	6 600	7 100	6 700	6 600	5 800	6 100	6 200	5 800	-	-
Tsuen Wan	2 100	2 800	2 400	2 200	2 300	2 500	2 300	2 100	-	-
Tuen Mun	4 200	5 000	4 800	4 400	4 000	4 500	4 400	4 700	-	-
Yuen Long	5 500	6 500	6 200	5 200	5 000	5 700	5 800	5 400	-	-
North	3 300	3 500	3 300	3 200	3 100	3 500	3 500	3 800	-	-
Tai Po	2 800	2 800	2 900	2 600	2 400	2 500	2 500	2 600	-	-
Sha Tin	6 400	7 200	6 800	5 600	5 300	5 800	5 300	5 100	-	-
Sai Kung	3 900	4 400	4 400	3 700	3 900	4 200	4 100	3 700	-	-
Islands	1 700	1 900	2 200	2 100	2 200	2 400	2 300	2 300	-	-
Kwai Tsing	4 200	4 800	4 700	3 900	4 000	4 300	4 800	4 500	-	-
<b>All Districts</b>	<b>63 100</b>	<b>71 600</b>	<b>69 500</b>	<b>60 000</b>	<b>57 800</b>	<b>62 700</b>	<b>61 000</b>	<b>60 100</b>	<b>55 900</b>	<b>54 500</b>

- 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 12 are considered suitable for secondary education (i.e. Secondary One).
3. Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 12 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 or over the age of 12 may also enrol for Secondary One.
4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
5. Mid-year projected figures by district for 2030 and 2031 are not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB050****(Question Serial No. 0411)**

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:

The outbreak of the fifth wave of the epidemic early this year has resulted in territory-wide suspension of face-to-face classes and brought considerable challenges to teachers, students and parents. Does the Administration seek to find out whether schools are currently provided with sufficient epidemic prevention supplies? Will there be a new round of Special Anti-epidemic Grant for schools? Will there be strengthened support for epidemic prevention in special schools and school premises with sub-standard facilities? Besides, with the uncertainty over the date for class resumption, the education-related industries are taking a greater hit. In this connection, has the Administration looked into the number of businesses closing down due to the epidemic? Will the Administration continue to provide subsidies for these industries until resumption of face-to-face classes?

Asked by: Hon TANG Fei (LegCo internal reference no.: 8)

Reply:

The Education Bureau (EDB) has all along been providing public sector schools and Direct Subsidy Scheme (DSS) schools with recurrent resources and grants to cover school-related expenses, including expenditure on anti-epidemic work. With the ongoing COVID-19 epidemic, in order to further help schools cope with the situation, the EDB provided a new round of Special Anti-epidemic Grant in March 2022 for all schools offering full and formal curriculum in Hong Kong to help them purchase equipment for epidemic prevention, procure the relevant services and items for cleaning the school premises and pay for the expenses related to student vaccination arrangements. The subsidy rate per school ranges from \$15,000 to \$37,500, depending on the type and size of the school, while the subsidy rate per boarding section of special schools ranges from \$45,000 to \$75,000, depending on their capacity. This round of Special Anti-epidemic Grant will involve an additional expenditure of about \$62 million, benefitting over 2 000 schools and relevant boarding sections. The EDB noted that public sector schools are generally financially healthy and robust. They can continue to make good use of various subventions provided by the EDB and flexibly deploy different resources for epidemic prevention according to school-based context.

In addition, in view of previous tight supply of some anti-epidemic items, the EDB distributed a total of 26 000 sets of COVID-19 rapid antigen test kits to aided special schools with a boarding section in February. This is to allow boarding staff to perform rapid tests on a daily basis before work to enhance detection and reduce the chance of virus transmission in the boarding section. As for school premises, the EDB has completed ventilation assessments for all aided schools and government schools, and is following up on the necessary enhancement measures, so as to maintain proper indoor ventilation at schools to safeguard the health of students, teachers and school staff. On the other hand, kindergartens joining the kindergarten education scheme, DSS schools and caput schools are required to conduct ventilation assessments of school premises and adopt proper follow-up measures based on the assessment results and recommendations. The EDB will provide a one-off grant to these schools to help them enhance the ventilation conditions of their school premises. The total expenditure involved is about \$70 million.

The conducting of half-day schooling/suspension of face-to-face classes and/or cessation/restriction of on-campus activities for schools due to the persistent epidemic situation, especially the fifth wave of the epidemic, have seriously affected the businesses and incomes of school-related service providers such as catering outlet operators (namely tuck shops/canteens), lunch box suppliers, school bus service providers (namely school bus drivers, school private light bus drivers and nannies), and instructors of school learning/interest classes. To alleviate their financial difficulties, following the previous second to fourth rounds of the Anti-epidemic Fund (AEF), the EDB has recently provided relief grants to them under the fifth and sixth rounds of the AEF. The disbursement of special grants for the above persons under the AEF is outside the scope of the Appropriation Bill or the estimates of the General Revenue Account. The expenditures on such grants under each round of the AEF (Note) are tabulated as follows:

Subsidy Schemes	2 <sup>nd</sup> round (\$ million)	3 <sup>rd</sup> round (\$ million)	4 <sup>th</sup> round (\$ million)	5 <sup>th</sup> round (\$ million)	6 <sup>th</sup> round (\$ million)
Tuck shops/canteens	59.76	29.88	59.84	30.00	60.00
Lunch box suppliers	8.58	4.40	8.73	4.50	9.00
School bus service providers	88.70	61.92	91.63	69.10	102.00
Instructors of school learning/interest classes	179.99	112.75	176.39	120.00	240.00
Total expenditure of the grant	337.03	208.95	336.59	223.60	411.00

Note: The expenditures on grants under the second to fourth rounds of the AEF denote the amounts approved in the respective subsidy schemes. For the fifth and sixth rounds, the expenditures denote the commitment for the subsidy schemes as applications for the schemes are still being processed.

The EDB does not have the figures of the above-mentioned service providers that closed down due to the epidemic.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB051**

**(Question Serial No. 0412)**

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:

How many applications for registration as international school and private school has the current-term Government scrutinised and approved? How many international schools have been granted a loan and what is the approved loan amount? How many international schools and private schools are there in Hong Kong at present? How many students are studying in these schools? What were the changes in the number of students in the past 5 years? What is the percentage of non-local students admitted by international schools?

Asked by: Hon TANG Fei (LegCo internal reference no.: 10)

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 2021/22 school year, there are 53 international schools in Hong Kong (excluding 1 special school) and 93 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). Since 1 July 2017 (up to 1 March 2022), 3 new international schools and 12 other private schools have been registered.

The numbers of students studying in international schools and other private schools from the 2017/18 to 2021/22 school years are set out at Annex. In the 2021/22 school year, non-local students account for 68.6% of the overall student population of international 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 from the Finance Committee (FC) of the Legislative Council. In the

past 5 years, the FC has approved 4 such applications, with a total loan amount of around \$1.44 billion.

**Number of students studying in international schools and other private schools  
from the 2017/18 to 2021/22 school years  
(based on the Student Enrolment Survey conducted in the respective years)**

<b>School type</b>	<b>Number of students<sup>Note (1)</sup></b>				
	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
International school <sup>Note (2)</sup>	38 868	40 198 (+3.4%)	41 133 (+2.3%)	41 015 (-0.3%)	41 494 (+1.2%)
Other private school <sup>Note (3)</sup>	37 833	39 089 (+3.3%)	40 306 (+3.1%)	39 753 (-1.4%)	38 534 (-3.1%)
<b>Total</b>	<b>76 701</b>	<b>79 287 (+3.4%)</b>	<b>81 439 (+2.7%)</b>	<b>80 768 (-0.8%)</b>	<b>80 028 (-0.9%)</b>

- Notes: (1) Figures of the 2020/21 school year refer to the position as at mid-October, while figures of other school years refer to the position as at mid-September of the respective school years. Percentages in parentheses indicate the change from the previous school year.
- (2) International schools include English Schools Foundation (ESF) schools and other international schools but not the special school operated by the ESF.
- (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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB052**

**(Question Serial No. 0547)**

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

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

Director of Bureau: Secretary for Education

Question:

Please set out the numbers of operating classes in kindergartens, primary schools and secondary schools, and numbers of students, cross-boundary students, ethnic minority students and students with special educational needs, number of teachers, unit cost of school places, class-to-teacher ratio, and teacher-to-student ratio across the territory in the past 5 school years by funding mode, school type and District Council district.

Asked by: Hon TANG Fei (LegCo internal reference no.: 9)

Reply:

The numbers of operating classes and students in kindergartens, primary and secondary schools by district, funding mode and school type from the 2017/18 to 2021/22 school years are set out at **Annex 1 and Annex 2** respectively. As planning on pre-primary services is based on the number of places instead of the number of classes, information on operating classes in kindergartens is not available.

The numbers of cross-boundary students (CBS) in kindergartens, primary and secondary schools by district and finance type from the 2017/18 to 2019/20 school years are tabulated at **Annex 3**. 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 numbers of kindergarten, primary and



secondary school students residing in the Mainland by district and finance type are tabulated at **Annex 4**.

The numbers of non-Chinese-speaking (NCS) students by district, funding mode and school type from the 2017/18 to the 2021/22 school years are tabulated at **Annex 5**.

The numbers of students with special educational needs (SEN) by funding mode and school type from the 2017/18 to the 2021/22 school years are tabulated at **Annex 6**. Support services for children with special needs at pre-primary level are provided by the Social Welfare Department. Hence, the EDB is not able to provide data on students with special needs in kindergartens.

The numbers of teachers, class-to-teacher ratio and teacher-to-student ratio by funding mode and school type from the 2017/18 to 2021/22 school years are set out at **Annex 7**.

The unit cost of school places of all types of schools across the territory from the 2017-18 to 2021-22 financial years are set out at **Annex 8**.

### Number of operating classes in primary schools by district, funding mode 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 and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total
Central & Western	302	144	446	309	130	439	309	144	453	310	142	452	309	141	450
Wan Chai	317	175	492	326	185	511	325	190	515	324	186	510	320	178	498
Eastern	657	179	836	667	178	845	667	171	838	666	164	830	659	163	822
Southern	262	339	601	268	346	614	269	359	628	271	357	628	268	363	631
Sham Shui Po	565	209	774	573	213	786	585	212	797	587	214	801	586	219	805
Yau Tsim Mong	511	25	536	520	43	563	522	56	578	518	58	576	513	60	573
Kowloon City	794	434	1 228	794	422	1 216	788	425	1 213	782	434	1 216	776	435	1 211
Wong Tai Sin	592	84	676	605	84	689	608	84	692	609	87	696	602	82	684
Kwun Tong	931	60	991	945	65	1 010	940	67	1 007	938	64	1 002	930	67	997
Tsuen Wan	469	6	475	476	6	482	476	6	482	473	6	479	470	6	476
Tuen Mun	922	30	952	934	31	965	933	31	964	920	32	952	908	32	940
Yuen Long	1 218	26	1 244	1 240	28	1 268	1 237	28	1 265	1 219	30	1 249	1 200	33	1 233
North	678	0	678	688	0	688	682	0	682	672	0	672	661	0	661
Tai Po	474	65	539	488	86	574	487	99	586	493	104	597	491	103	594
Sha Tin	1 040	99	1 139	1 067	101	1 168	1 078	103	1 181	1 080	102	1 182	1 074	101	1 175
Sai Kung	629	53	682	649	84	733	662	96	758	670	106	776	672	113	785
Islands	232	78	310	247	80	327	275	79	354	284	78	362	287	76	363
Kwai Tsing	718	0	718	732	0	732	732	0	732	733	0	733	729	0	729
All districts	11 311	2 006	13 317	11 528	2 082	13 610	11 575	2 150	13 725	11 549	2 164	13 713	11 455	2 172	13 627

- 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 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.
- (4) 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. School types are categorised into “Public sector and Direct Subsidy Scheme schools” (i.e. public sector and DSS schools) and “Private schools (including international schools and Private Independent Schools)”.

**Number of operating classes in secondary day schools by district, funding mode 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 and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total
Central & Western	287	72	359	287	29	316	317	72	389	317	75	392	317	76	393
Wan Chai	395	55	450	393	50	443	395	48	443	398	47	445	398	42	440
Eastern	698	113	811	686	101	787	679	116	795	683	111	794	678	117	795
Southern	356	302	658	352	309	661	352	312	664	350	315	665	348	353	701
Sham Shui Po	666	68	734	664	69	733	630	70	700	624	76	700	621	75	696
Yau Tsim Mong	460	6	466	453	11	464	452	14	466	450	17	467	449	9	458
Kowloon City	911	165	1 076	903	168	1 071	923	172	1 095	920	179	1 099	922	211	1 133
Wong Tai Sin	590	20	610	586	20	606	559	20	579	559	20	579	555	20	575
Kwun Tong	859	38	897	854	45	899	855	44	899	860	51	911	862	51	913
Tsuen Wan	328	0	328	324	0	324	321	0	321	319	0	319	317	7	324
Tuen Mun	821	46	867	807	51	858	804	52	856	810	52	862	813	52	865
Yuen Long	988	4	992	979	3	982	986	3	989	1 000	2	1 002	1 002	0	1 002
North	501	18	519	513	18	531	529	19	548	547	21	568	565	23	588
Tai Po	470	1	471	470	7	477	474	11	485	479	20	499	481	28	509
Sha Tin	1 100	141	1 241	1 096	183	1 279	1 093	141	1 234	1 110	141	1 251	1 123	141	1 264
Sai Kung	651	19	670	646	27	673	647	30	677	645	31	676	642	30	672
Islands	206	50	256	204	50	254	205	51	256	202	53	255	198	53	251
Kwai Tsing	748	0	748	737	0	737	734	0	734	735	0	735	734	0	734
All districts	11 035	1 118	12 153	10 954	1 141	12 095	10 955	1 175	12 130	11 008	1 211	12 219	11 025	1 288	12 313

- 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 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) 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.
- (4) 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. School types are categorised into “Public sector and Direct Subsidy Scheme schools” (i.e. public sector and DSS schools) and “Private schools (including international schools and Private Independent Schools)”.

**Number of students in kindergartens by district, funding mode and school type  
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 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 include nursery, lower and upper classes in kindergarten-cum-child care centres.
  - (3) School districts are delineated by the District Council districts of the school premises. School types are categorised into “Non-profit-making schools” and “Private independent schools”.

**Number of students in primary schools by district, funding mode 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 and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and 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: (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 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. School types are categorised into “Public sector and Direct Subsidy Scheme schools” (i.e. public sector and DSS schools) and “Private schools (including international schools and Private Independent Schools)”.

**Number of students in secondary day schools by district, funding mode 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 and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and DSS schools	Private schools	Total	Public sector and 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: (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 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. School types are categorised into “Public sector and Direct Subsidy Scheme schools” (i.e. public sector and DSS schools) and “Private schools (including international schools and Private Independent Schools)”.

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

District	School year	Kindergartens (including kindergarten- cum-child care centres)	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 and 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
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

District	School year	Kindergartens (including kindergarten- cum-Child Care Centres)	Primary schools			Secondary schools		
			Public sector & DSS schools	Private schools	All types	Public sector & DSS schools	Private schools	All types
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: (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 kindergartens (including kindergarten-cum-child care centres) and Primary One classes has significantly decreased since the 2016/17 and 2019/20 school years respectively.
- (3) All kindergartens (including kindergarten-cum-child care centres) 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 Direct Subsidy Scheme (DSS) schools” and “Private schools (including international schools and Private Independent Schools)” to avoid showing the enrolment situation of individual schools.



**Number of students studying in kindergartens, 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	Kindergartens (including kindergarten- cum-child care centres)	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
Sham 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 and Kwai Tsing	2020/21	115	378	0	378	9	0	9
	2021/22	38	283	0	283	8	0	8
Tuen Mun	2020/21	82	1 723	45	1 768	1 159	42	1 201
	2021/22	46	970	0	970	830	0	830

Districts	School year	Kindergartens (including Kindergarten- cum-Child Care Centres)	Primary schools			Secondary schools		
			Public sector & DSS schools	Private schools	All types	Public sector & DSS schools	Private schools	All types
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: (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 reside 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 numbers of CBS set out in Annex 3.
- (2) All kindergartens (including kindergarten-cum-child care centres) 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 Direct Subsidy Scheme (DSS) schools” and “Private schools (including international schools and Private Independent Schools)” to avoid showing the enrolment situation of individual schools.

**Number of non-Chinese Speaking (NCS) students in kindergartens by district, funding mode and school type  
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 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 include nursery, lower and upper classes in kindergarten-cum-child care centres.
- (3) School districts are delineated by the District Council districts of the school premises.
- (4) Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home. School types are categorised into “Non-profit-making schools” and “Private independent schools”.

**Number of non-Chinese Speaking (NCS) students in primary and secondary schools by district, funding mode and school type  
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 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 include public sector and Direct Subsidy Scheme ordinary 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.
- (4) Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

**Number of students with special educational needs (SEN)  
in public sector ordinary schools and Direct Subsidy Scheme (DSS) schools  
from the 2017/18 to 2021/22 school years\***

School year	Public sector ordinary schools		DSS schools <sup>#</sup>	
	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 numbers of students with SEN and academically low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to the EDB for calculating the allotment of the LSG. Before that, 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 special educational needs (SEN)  
in Private Independent Schools (PIS) and international schools  
from the 2017/18 to 2021/22 school years\***

School year	PIS		English Schools Foundation (ESF)		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 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) 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, we do not have a breakdown of number by district.

**Number of teachers, class-to-teacher ratio and teacher-to-student ratio  
by funding mode and school type from the 2017/18 to 2021/22 school years**

School type		Number of teachers	Class-to-teacher ratio	Teacher-to-student ratio
<b>2017/18 school year</b>				
Kindergartens	Non-profit-making	11 860	Not Applicable	1:8.7
	Private independent	2 300	Not Applicable	1:6.8
Primary schools	Public sector schools	21 290	1:2.0	1:13.8
	DSS schools	1 290	1:2.4	1:12.1
Secondary schools	Public sector schools	22 460	1:2.4	1:11.6
	DSS schools	4 130	1:2.6	1:11.1
<b>2018/19 school year</b>				
Kindergartens	Non-profit-making	11 870	Not Applicable	1:8.5
	Private independent	2 280	Not Applicable	1:6.7
Primary schools	Public sector schools	22 130	1:2.0	1:13.6
	DSS schools	1 300	1:2.5	1:12.1
Secondary schools	Public sector schools	22 450	1:2.4	1:11.4
	DSS schools	4 130	1:2.6	1:11.0
<b>2019/20 school year</b>				
Kindergartens	Non-profit-making	12 060	Not Applicable	1:8.4
	Private independent	2 330	Not Applicable	1:6.7
Primary schools	Public sector schools	22 640	1:2.1	1:13.3
	DSS schools	1 300	1:2.5	1:12.2
Secondary schools	Public sector schools	22 570	1:2.4	1:11.3
	DSS schools	4 180	1:2.6	1:11.0
<b>2020/21 school year</b>				
Kindergartens	Non-profit-making	11 930	Not Applicable	1:8.2
	Private independent	2 190	Not Applicable	1:6.0
Primary schools	Public sector schools	22 740	1:2.1	1:12.9
	DSS schools	1 320	1:2.5	1:12.0
Secondary schools	Public sector schools	22 850	1:2.4	1:11.3
	DSS schools	4 210	1:2.6	1:10.8
<b>2021/22 school year (provisional)</b>				
Kindergartens	Non-profit-making	11 360	Not Applicable	1:8.2
	Private independent	2 120	Not Applicable	1:6.1
Primary schools	Public sector schools	22 500	1:2.1	1:12.4
	DSS schools	1 340	1:2.5	1:11.8
Secondary schools	Public sector schools	22 880	1:2.4	1:11.1
	DSS schools	4 200	1:2.6	1:10.6

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 of kindergartens include nursery, lower and upper classes in local and non-local kindergartens and kindergarten-cum-child care centres registered with the EDB.

(3) "Not Applicable" means no relevant data have been collected.

(4) Figures of primary and secondary schools include ordinary primary and secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. As some private schools have not provided information about their teachers, relevant data are not comprehensive enough to be released.

(5) Figures on the number of teachers are rounded to the nearest ten.

### Unit cost of school places across the territory from 2017-18 to 2021-22

	Unit cost <sup>1</sup>				
	2017-18	2018-19	2019-20	2020-21	2021-22
	Actual	Actual	Actual	Actual	Revised Estimate
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme <sup>2</sup>	\$ Not Applicable	\$ 45,082	\$ 48,372	\$ 49,641	\$ 51,460
Government primary schools <sup>3</sup>	70,129	76,638	82,873	84,766	88,130
Aided primary schools	59,763	63,449	70,863	74,094	74,130
English Schools Foundation junior schools <sup>4</sup>	22,249	23,471	25,712	31,243	57,070
DSS primary schools	58,287	61,313	67,729	71,537	72,220
Government secondary schools <sup>3</sup>	82,132	87,400	92,049	91,933	93,170
Aided secondary schools	80,457	86,686	93,825	96,184	94,740
Caput schools	76,037	80,591	89,176	86,797	87,090
English Schools Foundation secondary schools <sup>4</sup>	29,219	29,273	29,572	29,375	29,320
DSS secondary schools	67,694	71,049	78,062	80,595	80,960
Aided special schools	277,256	298,981	325,579	342,186	347,840

Notes: (1) Unit cost is calculated on a financial year basis.

- (2) As the annual expenditure of the Kindergarten Education Scheme can only be fully reflected in the 2018-19 financial year, unit cost is calculated starting from that financial year.
- (3) The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 – Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
- (4) 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 revised estimated unit cost in the 2021-22 financial year mainly reflects the subvention provided for school places for students with SEN.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB053**

**(Question Serial No. 0466)**

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:

- (a) Please tabulate the respective numbers of drop-out teachers in local kindergartens, government and aided primary schools, public sector secondary schools and special schools from the 2018/19 to 2022/23 (projected figures) school years;
- (b) It is indicated under “Revenue Analysis by Head” of the 2022-23 Budget that the revised estimates of teacher wastage rates in local kindergartens, government and aided primary schools, public sector secondary schools and special schools for the 2021/22 school year are 20% to 80% higher than the original estimates in the 2021-22 Budget. In this connection, please advise this Committee:
  - (1) whether the Government has looked into the reasons for the surge 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 2022/23 school year have taken the identified reasons into account; if yes, of the details; if no, of the reasons;
- (c) Please tabulate the numbers and percentages of student dropouts in local government and aided primary schools and public sector secondary schools from the 2018/19 to 2021/22 school years; and provide reasons for the change in figures.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 8)



Reply:

- (a) The numbers of drop-out teachers<sup>#</sup> in local kindergartens, public sector primary schools (government and aided), public sector secondary schools (government, aided and caput) and special schools (aided) from the 2018/19 to 2021/22 school years are tabulated below:

School year	Number* of drop-out teachers <sup>#</sup>			
	Kindergarten	Public sector primary school	Public sector secondary school	Special school
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 (Provisional figures)	1 690	1 610	1 780	190
2022/23 (Estimate)	1 400	1 160	1 300	190

\* The numbers of drop-out teachers are rounded to the nearest ten.

# “Drop-out teachers” of kindergartens refer to teachers who were serving in local kindergartens as at mid-September of the preceding school year but were no longer serving in any kindergarten as at mid-September of the school year concerned; “drop-out teachers” of primary, secondary and special schools refer to teachers who were serving in local schools as at mid-September of the preceding school year but were no longer serving in any of the local schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned, except as at mid-October for the 2020/21 school year. Teachers transferred from ordinary schools to special schools (and vice versa) were counted as “drop-out teachers”.

- (b) Every year there are teachers leaving the profession for various reasons, such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, emigration and getting married. According to our observation, schools are operating smoothly in general and there are enough qualified teachers. Besides, with the decline in school-age population, the demand for teachers will also decline correspondingly.

The projected wastage rate for the 2022/23 school year is based on the wastage rates in the past two to three 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/mid-October (for the 2020/21 school year only) of the preceding school year.

- (c) The 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**

**EDB054**

**(Question Serial No. 0856)**

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 provision of quality kindergarten education by the HKSAR Government aims to “enhance the accessibility of students to different modes of services that suit children’s specific needs, while maintaining vibrancy, diversity and uniqueness of kindergarten education in Hong Kong”.

According to the summary results of the 2021 Population Census released by the Census and Statistics Department, over the past 5 years, the number of births declined from 60 900 in 2016 to 43 000 and 37 000 respectively in 2020 and 2021. In this connection, would the Government advise this Committee of the following:

- (1) the numbers of students attending kindergartens (KGs) and child care centres (CCCs) in each district by age and class level in the past 3 years;
- (2) the estimated numbers of students attending KGs and CCCs in each district by age and class level for the coming 6 years;
- (3) the numbers of KGs, CCCs and teachers thereof in each district in the past 3 years;
- (4) the estimated numbers of KGs, CCCs and teachers thereof in each district for the coming 6 years; and
- (5) with the school-age population in KGs and CCCs expected to decline significantly in the future, will the Government consider reallocating the unspent balance for early childhood education to other kindergarten programmes aimed at enhancing kindergarten education and providing assistance to parents (e.g. special education, whole-day subsidy or other measures)?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 9)

Reply:

(1) and (3)

The numbers of kindergartens (KGs) joining the kindergarten education scheme (Scheme) (Scheme-KGs), students at each class level and teachers by district from the 2019/20 to 2021/22 school years are set out in Annex 1. As for child care services provided by child care centres (CCCs) for children aged below 3, they are under the purview of the Social Welfare Department. The numbers of CCCs attached to KGs and the utilised places are set out in Annex 2. The Education Bureau (EDB) does not keep information on the number of child care workers serving in CCCs.

(2) and (4)

Figures on projected school-age population aged 3 to 5 residing in Hong Kong from 2022 to 2027 by district are set out in Annex 3. This age group is generally considered appropriate for receiving KG education. Since the population projections cover 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 students at KG level. Besides, given that students under or above this age group may also enrol in KGs, the actual number of students at district and territory-wide levels may be different from the projected school-age population. In addition, parents may choose a KG for their children in districts other than their resident districts, hence the EDB does not have the projected figures of the number of KG students. As for the number of KGs and CCCs, since their operation has all along been market-driven, and they can flexibly deploy their resources and decide on the number of teachers to be employed in the light of their needs, we do not have the relevant projected figures. Overall speaking, decline in student population will lead to corresponding decline in the demand for teachers.

(5)

Since the implementation of the Scheme from the 2017/18 school year, government expenditure on pre-primary education has increased substantially from about \$4 billion per year before the implementation of the Scheme to over \$6 billion in recent years. In fact, the EDB has kept in view the needs of students and KGs, enhanced teaching and provided additional grants to facilitate the sustainable development of KGs. The EDB completed a review on the Scheme in mid-2021 and the results were announced in August 2021. To strengthen support for the sustainable development of KGs on various fronts, relevant enhancement measures have been progressively implemented, including:

- (i) extending the Relocation Grant (\$1.5 million), which was originally implemented in the 2020/21 and 2021/22 school years, to the 2022/23 school year to encourage KGs in districts with aged population, with old school premises or paying high rental cost to relocate;
- (ii) for the Renovation Grant implementing in the 2020/21 and 2021/22 school years with an annual quota of 50 (\$0.5 million for each KG), the EDB has increased the quota from the original 50 to 250 in the 2021/22 school year;
- (iii) regarding rental subsidy, some KGs need to undergo transition from 100% rental reimbursement in the past to “dual” caps under the Scheme and the four-year grace period should have expired at the end of the 2020/21 school year. The EDB has extended the grace period for 2 years (i.e. 2021/22 and 2022/23 school years), during which the amount of subsidy is decreased by 15% each year to facilitate schools’ gradual transition to “dual” caps;

- (iv) providing a one-off Professional Capacity Enhancement Grant for Scheme-KGs in the 2021/22 school year to support KGs' implementation of school-based projects for enhancing the capacity of KG teachers and facilitating their professional development. Successful KG applicants can receive a subsidy of \$100,000 to \$200,000 depending on their sizes; and
- (v) providing an additional one-off subsidy of \$90,000 to \$100,000 to KGs in the 2021/22 school year to encourage them to kick start and organise structured parent education programmes, establish Parent-Teacher Associations, and set up or enhance a designated webpage "Resources for Parents" on their school websites in the next 5 years.

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 half-day (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 an additional subsidy of 30% and 60% for eligible KGs offering WD and LWD services respectively. As the Government has provided additional subsidy, school fees for WD KGs are maintained at a low level. Taking the 2021/22 school year as an example, the median school fee for WD classes is \$880 per instalment. Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme. In this connection, we plan to uplift the fee remission ceiling from the 75th percentile to the 100th percentile of the school fees of Scheme-KGs starting from the 2022/23 school year. In view of the foregoing, we do not have plans to further increase subsidy for WD and LWD KG services at this stage.

**Numbers of Scheme-KGs, students at each class level and teachers by district  
from the 2019/20 to 2021/22 school years**

District	2019/20 school year					2020/21 school year					2021/22 school year				
	No. of KGs	No. of students			No. of teachers	No. of KGs	No. of students			No. of teachers	No. of KGs	No. of students			No. of teachers
		K1	K2	K3			K1	K2	K3			K1	K2	K3	
Central & Western	24	1 432	1 455	1 429	350	24	1 362	1 407	1 400	338	25	1 247	1 349	1 416	345
Wan Chai	14	890	894	869	232	14	751	877	850	223	15	844	879	974	234
Eastern	57	2 264	2 299	2 443	604	55	2 045	2 218	2 190	571	55	1 833	2 035	2 139	555
Southern	19	804	782	847	227	19	728	784	778	220	19	677	714	764	211
Sham Shui Po	43	2 934	2 931	2 968	753	45	2 763	3 029	2 968	758	46	2 615	2 804	3 001	729
Yau Tsim Mong	26	1 355	1 426	1 444	370	25	1 223	1 362	1 298	357	25	1 120	1 176	1 249	336
Kowloon City	46	3 303	3 286	3 325	778	48	3 198	3 306	3 326	797	49	2 769	3 140	3 182	746
Wong Tai Sin	45	2 028	2 093	2 215	596	44	1 840	2 040	2 071	569	43	1 718	1 813	2 027	536
Kwun Tong	74	3 852	3 968	4 025	1 029	74	3 604	3 813	3 938	1 018	74	3 225	3 554	3 745	962
Tsuen Wan	33	1 964	1 979	2 105	480	33	1 772	1 918	1 950	466	33	1 678	1 762	1 847	441
Tuen Mun	60	3 501	3 569	3 631	889	61	3 376	3 524	3 528	865	60	3 072	3 258	3 395	826
Yuen Long	70	5 170	4 826	5 008	1 142	70	4 917	5 047	4 763	1 134	69	4 538	4 746	4 840	1 104
North	43	2 782	2 747	2 868	665	43	2 414	2 749	2 691	645	42	2 214	2 342	2 610	586
Tai Po	24	1 747	1 672	1 711	398	24	1 655	1 752	1 665	403	24	1 474	1 604	1 721	386
Sha Tin	60	3 647	3 703	3 845	895	60	3 384	3 675	3 709	909	60	3 097	3 381	3 617	861
Sai Kung	41	2 194	2 109	2 280	576	41	2 051	2 169	2 066	549	40	1 900	1 968	2 126	524
Islands	24	1 043	1 059	1 082	265	25	998	1 065	1 051	273	25	1 005	1 005	1 034	271
Kwai Tsing	58	2 903	3 013	3 104	782	58	2 649	2 896	3 007	767	58	2 407	2 660	2 842	714

Note: (1) Figures generally refer to the position as at mid-September of the respective school years, except those in the 2020/21 school year which reflect the position as at mid-October.

- (2) Figures cover the services provided by KGs and KG-cum-CCCs to children aged 3 to 6, including K1, K2 and K3 classes.
- (3) School districts are delineated by the District Council districts of the school premises.

**Number of CCCs attached to KGs and the utilised places by district  
from the 2019/20 to 2021/22 school years**

District	2019/20 school year			2020/21 school year			2021/22 school year		
	No. of CCCs	No. of utilised places		No. of CCCs	No. of utilised places		No. of CCCs	No. of utilised places	
		Aged below 2	Aged 2 to 3		Aged below 2	Aged 2 to 3		Aged below 2	Aged 2 to 3
Central & Western	27	23	642	29	32	644	28	36	646
Wan Chai	17	16	606	16	13	502	17	16	741
Eastern	53	213	2 009	54	205	1 899	53	227	1 607
Southern	19	76	640	19	58	501	18	83	543
Sham Shui Po	24	16	877	26	16	879	28	16	809
Yau Tsim Mong	25	48	1 129	25	37	833	29	0	1 083
Kowloon City	50	147	2 308	50	105	2 020	45	88	1 805
Wong Tai Sin	26	30	541	24	30	397	24	30	427
Kwun Tong	39	42	1 134	39	39	871	39	42	855
Tsuen Wan	23	24	877	23	24	710	23	24	836
Tuen Mun	33	0	1 277	32	0	1 020	34	0	1 095
Yuen Long	32	24	1 228	33	24	1 045	33	24	1 053
North	20	0	568	20	0	429	20	0	515
Tai Po	18	14	621	18	10	495	18	14	535
Sha Tin	41	0	1 668	42	0	1 294	41	0	1 379
Sai Kung	34	42	1 339	35	63	1 105	36	74	1 289
Islands	14	10	359	14	7	249	14	7	270
Kwai Tsing	32	0	871	31	0	692	29	0	788

Note: (1) CCCs attached to KGs provide day care service to children aged between 0 and 3.

**Projected school-age population aged 3 to 5 who are residing in Hong Kong by district from 2022 to 2027**

<b>District</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
Central & Western	4 600	4 500	4 600	5 000	5 300	5 300
Wan Chai	3 400	3 300	3 400	3 600	3 800	3 800
Eastern	10 600	9 700	9 400	9 200	9 100	8 800
Southern	4 900	4 600	4 400	4 200	4 100	4 300
Sham Shui Po	10 900	9 900	9 700	9 600	9 500	9 400
Yau Tsim Mong	7 600	7 300	7 200	7 500	7 700	7 700
Kowloon City	8 900	8 400	8 300	8 700	9 600	10 400
Wong Tai Sin	8 400	7 800	7 600	7 100	6 700	6 300
Kwun Tong	14 400	13 200	12 400	12 000	12 300	11 800
Tsuen Wan	6 500	6 000	5 900	6 000	6 100	6 000
Tuen Mun	11 400	11 500	11 200	11 000	11 100	11 100
Yuen Long	14 100	13 100	12 700	12 500	12 700	12 800
North	8 900	8 400	8 100	7 700	7 600	8 500
Tai Po	7 000	7 400	7 600	7 500	7 400	7 000
Sha Tin	13 700	12 800	12 200	11 700	11 600	11 300
Sai Kung	10 000	9 400	9 200	9 800	10 300	10 300
Islands	4 500	4 600	4 500	6 200	6 500	6 700
Kwai Tsing	11 800	11 100	10 100	8 900	8 100	7 700

- Note: (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 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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB055**

**(Question Serial No. 0857)**

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:

- (1) What were the total expenditures on additional support and services provided for students with special educational needs in public mainstream schools in the past 5 years?
- (2) What was the cost of each subsidised place in aided primary and secondary schools as well as the cost of each subsidised place and boarding place in various types of special schools in the past 5 years?
- (3) What were the numbers and rates of wastage of teachers and specialist staff in special schools in the past 5 years?
- (4) What were the numbers of approved boarding places and boarders in each type of special schools, disaggregated under the categories of “5-day boarding” and “7-day boarding”, in the past 5 years?
- (5) What was the average waiting time for admission to the boarding sections of various types of special schools in the past 5 years?
- (6) What is the estimated supply of boarding places in the boarding sections of various types of special schools in the coming 3 to 5 years?
- (7) Will the special schools providing “5-day boarding” be required to extend the service to “7-day boarding”?
- (8) How can the arrangement of transition for students with intellectual disabilities upon graduation be improved for the avoidance of family tragedies?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 10)

Reply:

- (1) On top of regular subvention, the total expenditures on additional support and services provided for students with special educational needs studying in public sector ordinary schools from the 2016/17 to 2020/21 school years are set out below:

School year	Expenditure (\$ million)
2016/17	1,392
2017/18	1,638
2018/19	1,977
2019/20	3,162
2020/21	3,388

- (2) The average unit cost per school place and per boarding place in aided primary and secondary schools and in each type of special schools from 2016-17 to 2020-21 are set out at [Annex 1](#).
- (3) The numbers and rates of wastage of teachers in aided special schools from the 2016/17 to 2020/21 school years are set out at [Annex 2](#). The Education Bureau (EDB) does not collect information on individual specialist staff who have left the school sector and therefore statistics on wastage are not available.
- (4) The number of approved boarding places and the number of boarders in each type of special schools from the 2016/17 to 2020/21 school years are set out at [Annex 3](#).
- (5) The average waiting time for admission to the boarding sections of special schools from the 2016/17 to 2020/21 school years is set out at [Annex 4](#).
- (6) In recent years, the overall supply of boarding places for different types of special schools is sufficient to meet the demand, except for schools for children with moderate intellectual disability (MoID). In view of the sustained high demand for boarding service by students with MoID, the EDB has included a new boarding section in new school building projects and will continue to provide additional boarding places by various means, such as reprovisioning and conversion works. In this regard, a work project for children with MoID is underway and is expected to commence operation in the 2022/23 school year, providing 60 boarding places. Another work project is under planning, which is expected to be completed by 2026 the earliest if everything goes smoothly, providing 80 boarding places for children with MoID.
- (7) The boarding sections of special schools offer 5-day and 7-day boarding service to cater for students with different needs. In the 2020/21 school year, we further enhanced the staffing establishment of the special schools offering 7-day boarding service, including increasing the manning ratio of houseparents, programme workers, nurses, cooks and janitor staff, as well as the number of watchman, so that special schools offering 7-day boarding service would have extra manpower to take care of their boarders. At present, nearly 90% of special schools with a boarding section offer both 5-day and 7-day boarding service. The EDB will continue to communicate with the special schools offering solely 5-day boarding service, and encourage them to provide 7-day boarding service if feasible in order to take care of students with long-term residential needs.

- (8) The EDB has all along been providing resources and support for special schools to guide and help their students unleash their potential during the developmental stage, and make arrangements of transition for perspective school leavers. In this regard, schools devise individualised education programmes for students in accordance with their interests, capabilities and needs, and prepare their life planning from the perspective of whole person development, so that they can transit to adult life and integrate into the community smoothly. Specifically, when students approach the senior secondary level, schools will arrange for their multidisciplinary teams to discuss with the parents the pathways of their children and assist them in applying for appropriate post-school services. In addition, special schools are reminded to prepare students for leaving schools in multifarious ways, including providing training for school staff to enhance their professional knowledge and capabilities in supporting prospective school leavers; sharing relevant knowledge and experience with parents so that they can properly take care of their children when their children return home; organising parent activities to encourage communication among parents and sharing of skills in handling children's problems; as well as strengthening communication with community service providers and performing the role of a bridge so that parents and students can be informed early of the services provided by the relevant providers, with a view to facilitating students' transition and integration into the society.

**Unit cost (HK\$) of aided primary and secondary schools and special schools  
from 2016-17 to 2020-21**

**I. Unit cost (HK\$) per subsidised place in aided primary and secondary schools**

Financial year	Primary schools	Secondary schools
2016-17	57,417	75,360
2017-18	59,763	80,457
2018-19	63,449	86,686
2019-20	70,863	93,825
2020-21	74,094	96,184

**II. Average unit cost (HK\$) per school place in each type of special schools**

School year School type	2016/17	2017/18	2018/19	2019/20	2020/21
Visual Impairment	320,000	359,000	397,500	469,500	477,000
Hearing Impairment	306,000	343,500	395,500	441,000	446,000
Physical Disability	314,000	334,000	360,000	397,500	403,500
Mild Intellectual Disability	177,000	195,500	211,500	242,000	251,000
Moderate Intellectual Disability	260,000	285,500	304,500	339,000	349,000
Severe Intellectual Disability	342,000	361,500	389,000	442,500	455,000
School for Social Development	181,000	200,000	220,000	249,000	255,000
Hospital School	186,000	198,500	211,000	242,500	241,000

**III. Average unit cost (HK\$) per boarding place in each type of special schools**

School year School type <sup>Note 1</sup>	2016/17	2017/18	2018/19	2019/20	2020/21
Visual Impairment	177,500	183,500	194,000	203,500	211,000
Hearing Impairment	441,500	NA <sup>Note 2</sup>	NA <sup>Note 3</sup>	375,500	443,500
Physical Disability	294,500	302,500	319,500	338,000	395,500
Moderate Intellectual Disability	252,000	258,500	273,000	287,000	338,000
Severe Intellectual Disability	321,000	331,500	350,500	367,500	440,500

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 educational services to hospitalised students and does not need to provide boarding service.

2. 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.
3. 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.

**Number and rate of wastage of teachers in aided special schools  
from the 2016/17 to 2020/21 school years**

<b>School year</b>	<b>Number of wastage<sup>Note 1</sup></b>	<b>Wastage rate (%)<sup>Note 2</sup></b>
2016/17	120	7.1
2017/18	120	6.8
2018/19	160	8.5
2019/20	130	7.1
2020/21	110	5.4

## Notes:

1. Figures 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 in special schools as at mid-September/mid-October (for the 2020/21 school year only) of the preceding school year. “Drop-out teachers” 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/mid-October (for the 2020/21 school year only) of the school year concerned.

**Number of approved boarding places and number of boarders in each type of special schools  
under the categories of “5-day boarding” and “7-day boarding” from the 2016/17 to 2020/21 school years**

<b>School type</b> <small>Note 2</small>	<b>2016/17</b> <small>Note 1</small>		<b>2017/18</b> <small>Note 1</small>		<b>2018/19</b> <small>Note 1</small>		<b>2019/20</b> <small>Note 1</small>		<b>2020/21</b> <small>Note 1</small>	
	<b>No. of 5-day boarding places</b> (No. of 5-day boarders)	<b>No. of 7-day boarding places</b> (No. of 7-day boarders)	<b>No. of 5-day boarding places</b> (No. of 5-day boarders)	<b>No. of 7-day boarding places</b> (No. of 7-day boarders)	<b>No. of 5-day boarding places</b> (No. of 5-day boarders)	<b>No. of 7-day boarding places</b> (No. of 7-day boarders)	<b>No. of 5-day boarding places</b> (No. of 5-day boarders)	<b>No. of 7-day boarding places</b> (No. of 7-day boarders)	<b>No. of 5-day boarding places</b> (No. of 5-day boarders)	<b>No. of 7-day boarding places</b> (No. of 7-day boarders)
Visual Impairment	73 (54)	37 (32)	70 (50)	37 (27)	71 (49)	36 (23)	70 (52)	36 (28)	69 (61)	41 (30)
Hearing Impairment	5 (4)	0 (0)	1 (1)	0 (0)	0 (0)	6 (2)	2 (1)	13 (5)	2 (2)	13 (9)
Physical Disability	80 (62)	181 (158)	76 (59)	192 (170)	76 (60)	200 (182)	76 (56)	204 (180)	76 (48)	204 (173)
Moderate Intellectual Disability <small>Note 3</small>	166 (163)	157 (154)	166 (159)	167 (159)	166 (158)	177 (171)	166 (162)	177 (176)	178 (163)	193 (165)
Severe Intellectual Disability <small>Note 3</small>	196 (134)	213 (208)	188 (135)	220 (216)	179 (132)	230 (221)	164 (128)	238 (224)	165 (114)	261 (238)

## Notes:

- Figures refer to the position as at September of the respective school years.
- 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 only provides educational services to hospitalised students and does not need to provide boarding services.
- 1 school for children with severe intellectual disability operates classes and provides boarding service for children with moderate intellectual disability on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.



**Average waiting time (year) for admission to the boarding sections of special schools  
from the 2016/17 to 2020/21 school years**

<b>School year School type</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Visual Impairment	0.2	0.1	0.2	0.1	0.1
Hearing Impairment	0	0	0.2	0.2	0.2
Physical Disability	0.4	0.3	0.2	0.7	0.2
Moderate Intellectual Disability	1.4	1.6	1.6	1.9	1.9
Severe Intellectual Disability	0.3	0.2	0.4	0.6	0.4

## 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 educational services to hospitalised students and does not need to provide boarding service.
2. Waiting time is affected by different circumstances, including parents' requests for deferred admission or waiting for admission to the boarding section of a specific school, students' long-term stay in hospital for treatment, mismatch of students' gender and the gender of students for which vacant places are available, and longer time needed by parents to consider whether the boarding placement allocated will be accepted. These circumstances will lengthen the waiting time and are reflected therein. Due to the above different circumstances, the time needed for parents of individual special cases to complete the admission for their children upon the EDB's referral is much longer than that of ordinary cases. As such, in order to reflect the actual average waiting time, special cases in which students fail to get admitted to the boarding section within 3 months have been excluded in the calculation starting from the 2020/21 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB056****(Question Serial No. 0906)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

- (1) The Budget stated that an additional 500 places will be provided under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to subsidise students in their pursuit of healthcare related self-financing undergraduate programmes. Please tabulate the designated undergraduate and sub-degree programmes, the numbers of subsidised places and actual intakes, and the annual and overall average subsidy amounts under the SSSDP for the cohort admitted in the 2021/22 academic year and the cohort to be admitted in the 2022/23 academic year, with a breakdown by institution and programme. Please also provide the employment status of graduates of the past 5 cohorts, the industries they have entered, and their average monthly salaries (HK\$), with a breakdown by institution and programme. Separately, what is the mechanism by which the Government adjust the allocation of places under the SSSDP? Is there a plan to adjust the numbers of undergraduate/sub-degree programme places in healthcare and other disciplines?
- (2) Regarding the Vocational Training Council's Pilot Incentive Scheme to Employers and Pilot International Study Programme, both of which are implemented under the Training and Support Scheme, and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes, please use the table below to provide the respective numbers of trainees, funding involved and satisfaction levels (or other performance indicators) of trainees and employers under each scheme/programme. Is there a plan to encourage other post-secondary institutions to include elements of workplace learning and assessment in their programmes?

Year	Number of participating trainees	Funding involved	Trainees' satisfaction level (%)	Employers' satisfaction level (%)
2017/18				
2018/19				
2019/20				
2020/21				
2021/22				

Asked by: Hon WONG Yuen-shan (LegCo internal reference no.:5 )

Reply:

- (1) Information on the designated programmes, numbers of subsidised places, actual intakes (if applicable) and annual subsidy amounts under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the 2021/22 and 2022/23 academic years is set out at Annex 1 (undergraduate programmes) and Annex 2 (sub-degree programmes).

The Education Bureau (EDB) has been collecting post-graduation employment figures of students subsidised under the SSSDP from the relevant institutions since the 2019/20 academic year (Note 1). Regarding the designated sub-degree programmes covered by the SSSDP since the 2019/20 academic year, the first cohort of students graduated in the 2020/21 academic year. The overall employment situation and average monthly salaries of the graduates of undergraduate programmes in the 2019/20 academic year (i.e. students admitted in the 2016/17 academic year) are set out at Annex 3. The EDB is collecting and collating the relevant figures for the 2020/21 academic year.

The 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 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. In addition, the EDB, in collaboration with the Food and Health Bureau, will actively follow up the initiative announced in the latest Budget concerning enhancing training for medical professionals, including the provision of 500 additional designated places under the SSSDP in the 2023/24 academic year to subsidise students to pursue self-financing healthcare-related undergraduate programmes.

(Note 1) The first cohort of students under the SSSDP graduated in the 2018/19 academic year and the corresponding employment figures include that of non-subsidised students.

- (2) The Government has implemented, the Pilot Training and Support Scheme (the Earn and Learn Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year, which aims to attract and retain talent for specific industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. The Government also supports the VTC in implementing the Pilot Incentive Scheme to Employers (PISE) and the Pilot International Study Programme (ISP) under the Earn and Learn Scheme to promote workplace learning and assessment and broaden trainees' horizon.

The Government has launched the PISE for 3 years starting from the 2019/20 academic year, offering 1 000 places per year. With a subsidy of up to \$36,000 per trainee, the PISE encourages participating employers to conduct workplace assessment for trainees, so that the contents of training programmes can be more effectively adapted to enhance trainees' performance. The number of trainees participating in the PISE, the expenditure involved, and the satisfaction level of trainees and employers in each of the past 3 years are tabulated below:

<b>Academic year</b>	<b>No. of trainees employed by subsidised employers</b>	<b>Expenditure involved in subsidising employers (\$ million)</b>	<b>Trainees' satisfaction level (%)</b>	<b>Employers' satisfaction level (%)</b>
2019/20	377	12.3	88%	90%
2020/21	319	7.3	74%	91%
2021/22	Not applicable^			

^The 2021/22 academic year will end in August 2022 and the relevant figures are not yet available.

Starting from the 2020/21 academic year, the Government has provided the VTC with a non-recurrent funding to implement the Pilot ISP, which supports around 180 trainees each year to take part in study and exchange programmes, attend short-term skills and practical courses and visit local institutions/enterprises in the Guangdong-Hong Kong-Macao Greater Bay Area and overseas countries, thereby enabling them to gain a better understanding of the technology developments in relevant industries and the implementation of Vocational and Professional Education and Training in different regions. Since the planned study and exchange tours could not proceed as scheduled due to the severity of the epidemic, the VTC has yet to utilise the funding provided under the programme.

To encourage the public to pursue continuing education, the Government has implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Pilot Scheme) to provide tuition fee subsidy for a total of 5 600 working adults in 3 cohorts from the 2016/17 academic year admitted to designated part-time programmes offered by the VTC in the disciplines of construction, engineering and technology. The amount of subsidy is 60% of the tuition fee capped at \$45,000 per person. Starting from the 2019/20 academic year, the Government has continued implementing the Pilot Scheme with an additional funding of \$234 million. In addition to programmes that belong to the aforementioned categories, the scope of the Pilot Scheme has been expanded to cover 2 500 practitioners in the creative industry programmes, with the amount of subsidy capped at \$36,000 per person. The numbers of participating trainees and subsidy recipients, the amount of tuition fee subsidy granted and trainees' satisfaction level in each of the past 5 years are tabulated below:

<b>Academic year</b>	<b>No. of participating trainees</b>	<b>No. of subsidy recipients<sup>#^</sup></b>	<b>Tuition fee subsidy granted (\$ million)<sup>^</sup></b>	<b>Trainees' satisfaction level (%)</b>
2017/18	1 597	1 546	40.3	87%
2018/19	1 652	1 587	42.4	83%
2019/20	1 925	1 784	29.3	88%
2020/21	2 618	1 834	16.8	86%
2021/22	1 837	Not applicable <sup>*</sup>	Not applicable <sup>*</sup>	Not applicable

<sup>^</sup> Figures as at 28 February 2022.

<sup>#</sup> To receive the tuition fee subsidy, applicants must meet the relevant criteria, including the requirement that the applicants must be Hong Kong permanent residents who have successfully enrolled into a designated part-time programme offered by the VTC for the first time; also, the applicants must not have applied for or being granted any other form of Government subsidy or financial assistance or subsidy from their employers for the same programmes. Each applicant may apply for tuition fee refund for not more than two programmes. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

<sup>\*</sup> The tuition fees will be reimbursed in April at the earliest, no information is available at this stage.

Since the implementation of the above pilot schemes has been disrupted by the epidemic to varying extents, the Government has decided to extend the schemes for 2 years in order to benefit more students and conduct a more comprehensive review on the effectiveness of these schemes.

The Government will commission a consultancy study on workplace learning in 2022 to examine the overall development of workplace learning under the Qualifications Framework, and to encourage education and training institutions to incorporate elements of workplace learning into their programmes. Following the recommendations in the review report submitted by the Task Force on Promotion of Vocational and Professional Education and Training in January 2020, the Government, from the 2020/21, through the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund, also encourages proposals from institutions that incorporate quality assured work-based learning and assessment in their vocational and professional education and training programmes through close partnership with industries.

**Annex 1**

**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**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
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
Chu Hai College of Higher Education	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 (Note 1)	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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	7	76,800
	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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	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
<b>Total</b>			<b>3 200</b>	<b>2 292</b>	

Note 1: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.

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 and  
annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence	30	44,240
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	30	44,240
	Health Care	Bachelor of Nursing (Honours) (Note 1)	400 (Note 1)	77,040
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	77,040
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	44,240
	Computer Science	Bachelor of Science (Honours) in Computer Science	20	44,240
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	20	44,240
Hong Kong Metropolitan University (Note 2)	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	44,240
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	44,240
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	44,240
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	77,040
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	77,040
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	30	44,240
	Health Care	Bachelor of Nursing with Honours in General Health Care	385 (Note 3)	77,040
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	77,040
	Health Care	Bachelor of Science with Honours in Physiotherapy	50	77,040
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	40	44,240
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	44,240
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 4)	50	77,040
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	55	77,040

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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	44,240
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	25	44,240
<b>Total</b>			<b>3 075</b>	

Note 1: The programme is selected for the Education Bureau (EDB)'s Pilot Project on the Development of Applied Degree Programmes. The programme and its number of intake are subject to the accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and the approval by the relevant professional body.

Note 2: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.

Note 3: The number of intake is subject to the accreditation by the HKCAAVQ and/or the approval by the relevant professional body.

Note 4: The programme is selected for the EDB's Pilot Project on the Development of Applied Degree Programmes and will be 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 5: The programme is selected for the EDB's Pilot Project on the Development of Applied Degree Programmes. The programme and its number of intake are subject to the accreditation by the HKCAAVQ.

**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  
and annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
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
	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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management)	160	19	22,050
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education) (Note 2)	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 3)	30	0 (Note 3)	38,400
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	63	63	38,400
	Health Care	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
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	25	16	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
<b>Total</b>			<b>2 546</b>	<b>1 913</b>	

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

Note 2: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.

Note 3: 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  
and annual subsidy amount**

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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education) (Note)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	20	38,520
	Creative Industries	Higher Diploma in Digital Fashion Creation	15	38,520
	Creative Industries	Higher Diploma in Interior Design	30	38,520
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	63	38,520
	Health Care	Diploma in Nursing Studies (Mental Health Care)	53	38,520
	Health Care	Higher Diploma in Health Care	360	38,520
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	22,120
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	22,120
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	22,120
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	25	22,050
Tung Wah College	Health Care	Higher Diploma in Health Science	50	38,520
	Health Care	Higher Diploma in Nursing	150	38,520
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	25	22,120
<b>Total</b>			<b>2 501</b>	

Note: The Open University of Hong Kong was retitled Hong Kong Metropolitan University on 1 September 2021.

**Study Subsidy Scheme for Designated Professions/Sectors (SSSDP)**  
**(for the cohort admitted in the 2016/17 academic year)**  
**Designated undergraduate programmes**  
**Overall employment situation and average monthly salary of graduates in the 2019/20 academic year**

<b>Discipline</b>	<b>No. of programmes (Subject)</b>	<b>No. of graduates (Note 1)</b>	<b>No. of graduates responded to the survey</b>	<b>No. of graduates employed in full-time jobs (%)</b>	<b>Average monthly salary</b>	<b>Others (Note 2)</b>
Architecture and Engineering	5 (Architecture, Landscape Architecture, Civil Engineering, Environmental Engineering and Management, Horticulture and Landscape Management)	151	113	91 (80.5%)	\$16,641	22
Creative Industries	3 (Animation and Visual Effects, Fashion Design, Product Design)	163	109	53 (48.6%)	\$13,718	56
Health Care	4	Not applicable (Note 3)				
Logistics	1 (Supply Chain Management)	103	93	66 (71.0%)	\$16,632	27
Testing and Certification	1	67	42	31 (73.8%)	\$15,781	11
Tourism and Hospitality	1 (Culinary Arts and Management)	28	23	15 (65.2%)	\$14,379	8
	<b>Total</b>	<b>512</b>	<b>380</b>	<b>256 (67.4%)</b>	-	<b>124</b>



Note 1: Figures only include students who are eligible for the subsidy under the SSSDP.

Note 2: Figures include graduates who pursued further studies, engaged in part-time employment, etc.

Note 3: The normal duration of these programmes is 5 years. Students admitted to the programmes in the 2016/17 academic year had yet to graduate when the survey was conducted in the 2019/20 academic year. The relevant figures are pending the results of the survey on graduates in the 2020/21 academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB057**

**(Question Serial No. 0443)**

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:

Schools of all levels have switched to online classes amid the epidemic, and students are required to purchase essential online learning devices. This has added to the burden of already financially strapped grass-roots families, and may even have a direct impact on the effectiveness of their children's online learning. Has the Government assisted students from grass-roots families by directly subsidising their expenses on purchasing online learning devices and paying Internet access charges in the past few years? Please provide the relevant statistics if available. What is the funding arrangement in this regard this year?

Asked by: Hon YIM Kong (LegCo internal reference no.: 3)

Reply:

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of electronic devices, the Education Bureau (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.

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. In the 2021/22 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 2022, the Scheme benefited about 175 600 families and the expenditure involved was about \$237 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, the EDB

provided a 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.

To further support schools in implementing the blended mode of teaching and learning under the “new normal”, the Quality Education Fund (QEF) has implemented a 3-year programme, namely, the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support (Funding Programme) starting from the 2021/22 school year. 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 QEF has reserved \$1.5 billion for this 3-year Funding Programme and it is expected to benefit some 310 000 students. In the 2021/22 school year, about 710 schools have participated in the Funding Programme so far. The applications are now being processed, and the number of student beneficiaries and details of the expenditure involved are not available for the time being.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB058**

**(Question Serial No. 0317)**

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 provides students with opportunities to participate in a variety of exchange and study activities outside Hong Kong, with a view to promoting national education and giving students exposure to diverse learning opportunities. Please advise this Committee of the following:

A breakdown of the respective estimates for programmes that aim at promoting student exchange and study activities outside Hong Kong, including but not limited to the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students”, the “Mainland Exchange Programme for Secondary School Students”, the Life-wide Learning Grant, and the Sister School Scheme in the 2019/20, 2020/21, 2021/22 and 2022/23 school years; and given that cross-boundary travel is brought to a standstill amid the epidemic, in order to fill the gap before the resumption of cross-boundary travels, will the Administration consider leveraging Hong Kong’s heritage, historical, cultural, and other local tourism resources to jointly organise local in-depth tours with local travel agents once the epidemic is under control as a way to present students with diverse learning opportunities to learn about Hong Kong’s history and culture as well as the city’s ties with our country?

Asked by: Hon YIU Pak-leung (LegCo internal reference no.: 10)

Reply:

The Education Bureau (EDB) attaches great importance to national education. Under the “multi-pronged and co-ordinated” approach, the 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. Such programmes include the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students”, the “Mainland Exchange Programme for Secondary School Students”, the “Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland”, and the “Senior Secondary School Students Exchange Programme Subvention Scheme”. These programmes enable students to gain first-hand experience of our country’s developments in aspects such 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. Moreover, the Government has, with effect from the 2018/19 school year, provided a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme (DSS) school (including special school) that has formed sister schools with its counterpart(s) in the Mainland. The amount of grant for the 2021/22 school year is \$157,127. The EDB's expenditures/estimated expenditures on organising or subsidising Mainland exchange programmes for primary and secondary school students from the 2019/20 to 2022/23 school years are set out below. The EDB will resume Mainland exchange programmes for students as soon as possible upon easing of the epidemic situation and resumption of quarantine-free travel.

<b>School year</b>	<b>Expenditure (\$ million)<sup>@</sup></b>
2019/20	14.9
2020/21 <sup>#</sup>	0
2021/22 <sup>+</sup>	0
2022/23 <sup>++</sup>	115.0

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

<sup>++</sup> Estimated figures (comparable to the estimates before the epidemic)

Apart from proactively supporting Mainland exchange programmes for students, the EDB has also provided schools with considerable resources to organise their own diversified local and non-local life-wide learning activities based on their school-based development needs to dovetail with the aims and objectives of the curriculum, enrich students' learning experiences and foster their whole-person development. For instance, starting from the 2019/20 school year, a recurrent Life-wide Learning Grant with an annual provision of around \$900 million has been provided for all public sector and DSS schools. Take a school operating 24 classes as an example, in the 2021/22 school year, each primary and secondary school will receive approximately \$760,000 and \$1.17 million respectively.

Life-wide learning activities cover a wide range of areas, including but not limited to local and non-local exchange programmes, or activities that foster intellectual development and moral and civic education, physical and aesthetic activities, service learning, leadership training, and career-related experiences, etc. With the rapid development and broad application of information technology, life-wide learning activities have long been made available online. Examples of such are online aviation summer day camps and online "Eldpathy" volunteering services for the elderly. In addition, the Students' Page on Museum Learning on the EDB's National Education One-stop Portal provides information on local and Mainland museums, and comes with virtual tours and interactive games, etc. The website of "Passing on the Torch" National Education Activity Series also provides virtual tours of Mainland museums for students as a continuous effort to promote national education. During the epidemic, a considerable number of schools have, taking into account their actual circumstances and on the premise of ensuring students' and teachers' safety, arranged small-scale local field trips and visits as well as online guided tours. All along, schools are free to organise their own life-wide learning activities or commission suitable organisations to do so in accordance with established procurement procedures.

The EDB will continue to collect good examples of life-wide learning activities organised by schools and share through different channels how schools make the best use of different resources to foster students' whole-person development and enhance their understanding of our country and Hong Kong in aspects such as history and cultural development.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB059**

**(Question Serial No. 0203)**

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:

During 2022-23, the Education Bureau will continue to develop a variety of learning and teaching resources for promoting national education, Constitution and Basic Law education, including the national flag, the national anthem and the national emblem, as well as national security education in schools. In this connection, please advise this Committee of the following:

What was the expenditure involved in the promotion and publicity of national education, Constitution and Basic Law education, including the national flag, the national anthem and the national emblem, as well as national security education in schools in the past year? What were the details of the promotional activities conducted in the past year? Does the Administration monitor the effectiveness of these promotional activities? Will the Administration increase the provision of resources for or expand the scope of initiatives on these fronts? If yes, what are the details?

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 12)

Reply:

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development in different aspects, the Constitution and the Basic Law, and the aspects of national security education (NSE), etc. 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' effective planning and promotion of national education within and beyond the classroom, including education on the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and NSE, etc., so that teachers and students can gain a better understanding of the constitutional relationship between the Constitution and the Basic Law, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), learn about the importance of national security, and develop a sense of national identity.

Over the past year, the EDB has continuously strengthened national education, as well as Constitution and Basic Law education, including the aspects of NSE. The EDB has implemented the new junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The new curriculum, which has been implemented in Secondary Two from the 2021/22 school year, enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be continuously enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on the "Constitution and the Basic Law" at the junior secondary level. To facilitate the holistic planning of and the whole-school involvement in promoting NSE, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong* and respective subject curriculum frameworks on NSE in 2021 for schools' reference. The senior secondary subject of Citizenship and Social Development (CS) has replaced the subject of Liberal Studies starting from Secondary Four in the 2021/22 school year. The content of the CS curriculum is closely related to our country's development, which aims to facilitate students' comprehensive and accurate understanding of topics relating to our country, the Constitution, the Basic Law, as well as the national flag, the national emblem, the national anthem and national security; and to cultivate their sense of national identity. In 2021, the EDB launched the *Values Education Curriculum Framework (Pilot Version)*, with an emphasis on the necessity to nurture a sense of belonging towards our country from an early age, to help students develop a correct understanding of Chinese history, appreciate Chinese culture and traditional values, respect the national symbols and signs (including the national flag, the national emblem and the national anthem), and understand the importance of the Constitution, the Basic Law and national security, so as to cultivate a sense of national identity among students and help them understand their responsibility, as a Chinese, to protect our country together.

As an ongoing effort, the EDB has been providing a variety of learning and teaching resources on national education. These include online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", online games, and the theme-based resources webpage of "Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag". Moreover, the newly developed "National Education One-stop Portal", which is a student self-learning platform, incorporates themes such as the Constitution and the Basic Law, NSE, national symbols and signs (including the national flag, the national emblem, the national anthem), Chinese history and culture, and museum learning to facilitate the use of relevant learning and teaching resources by teachers and students.

The EDB continues to arrange different modes of training activities for teachers, such as the Constitution and the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers, the Online Knowledge Enrichment Programmes on "Understanding Our Country" and "NSE", and workshops on national flag raising ceremony. The EDB has also organised the Onsite Teacher Workshop on National Security Education for all primary and secondary schools which implement the local curriculum. All of them have signed up for the workshop. Starting from the 2020/21 school year, the core training programmes for newly-joined teachers, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law.



The EDB also organises diversified student activities on an ongoing basis, including the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, the Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, the Chinese Classic Sayings campaign, the Territory-wide Inter-school Basic Law Competition, the Online Quiz Competition on the Constitution Day, the Slogan and Poster Design Competition on National Security, the Online Quiz Competition on National Security, as well as the Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and workshops on national flag raising ceremony are arranged for student ambassadors. The response to these activities was overwhelming. In addition, to facilitate schools in organising school-based national education activities on important days, the EDB has compiled the National Education – Event Planning Calendar.

Starting from 1 January 2022, all primary and secondary schools (including special schools) must display the national flag on each school day, and conduct a national flag raising ceremony weekly, with the playing and singing of the national anthem, to help students develop a sense of belonging to the country, an affection to the Chinese people and enhance their sense of national identity. To support schools in enabling students to learn about and respect the symbols and signs representing the country, and the etiquette to be followed when the national anthem is being played and sung and during the national flag raising ceremony, the EDB has continuously provided curriculum support measures, including the ongoing update/enrichment of the theme-based resources webpage of “Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag”, and the organisation of training programmes for teachers on a regular basis so that schools can help students develop a sense of belonging to the country and enhance their sense of national identity through the regularly held national flag raising ceremonies.

Incorporated Management Committees/School Management Committees are responsible for managing schools. There are both empowerment and accountability in school-based management. The school management has the responsibility to understand and monitor the learning and teaching quality, including the implementation of national education, Constitution and Basic Law education, as well as the actual implementation of the relevant administrative measures with follow-up actions for improvement. All along, the EDB has been seeking to understand the implementation and effectiveness of the relevant education in schools through different channels, such as school visits, inspections and curriculum development visits, while making recommendations and gathering schools’ good practices and exemplars for sharing with the school sector, to facilitate the continuous development of schools. In parallel, the EDB has provided schools with detailed administration and education guidelines on safeguarding national security and promoting NSE. Schools are required to submit annual reports and work plans to report on the implementation situation of school-based measures in these regards. The EDB will continue to scrutinise the reports and plans submitted by schools, and monitor and support schools on implementation of the related measures.

The expenditure and estimates on the above items are subsumed under the EDB’s recurrent expenditure, and no breakdown is available. In the future, the EDB will continue to make optimal use of the recurrent funding to enhance and strengthen the aforementioned diversified measures for promoting national education, Constitution and Basic Law

education, including the national flag, the national emblem and the national anthem, as well as NSE in schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB060**

**(Question Serial No. 0456)**

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:

Education has been considered as the only way to alleviate poverty and facilitate upward mobility for the next generation. However, under the existing education system, it seems that it is still unable to really achieve educational equity, on the contrary, the gap between the rich and the poor students is widening, resulting in intergenerational poverty in the society. Online learning has become a new normal during the pandemic. As grassroots students lack computers and internet devices at home, their learning progress has fallen far behind. In addition to difficulties in study, students have to stay home for a longer period of time to fight against the pandemic, leading to a lack of social life and increased conflicts with their families. As for grassroots students, they also have to face family financial pressure and the situation warrants our attention. Will the Government please inform this Committee of:

In respect of the existing subsidy schemes for supporting needy students (including the Comprehensive Social Security Assistance Scheme, full or half level of financial assistance, Student Travel Subsidy Scheme, School Textbook Assistance Scheme, etc.), please set out the numbers of kindergarten, primary and secondary school students applying for financial assistance schemes, their respective percentage shares in the total number of students by district, the numbers of families involved and the amounts of subsidies disbursed in the past 3 years. Does the Government have plans to comprehensively review the existing policies of providing financial assistance for students, increase the amounts of subsidies, expand the coverages of various schemes and streamline related application procedures? Will additional learning support subsidies be provided for grassroots students to meet their learning needs during the pandemic? Will the measure of paying examination fees for candidates sitting for Hong Kong Diploma of Secondary Education Examination be regularised? As the pandemic situation has persisted for a prolonged period, kindergartens in general use information technology to facilitate students' learning at home so as to maintain learning and teaching quality. In this regard, will the Government subsidise needy kindergarten students to purchase computer devices to aid their learning? If yes, what are the details; if not, what are the reasons?

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

Reply:

The Government has devoted substantial resources to provide quality education. All students are eligible to receive 12 years' free primary and secondary education through public sector schools irrespective of their family background. The Government has also implemented various student financial assistance schemes to ensure that no student is denied access to education due to a lack of means. The financial assistance schemes provided for needy primary and secondary students include the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, the Subsidy Scheme for Internet Access Charges and the Examination Fee Remission Scheme. In the 2020/21 school year, about 206 000 students (representing about 32% of the overall student population) benefitted from the financial assistance schemes for primary and secondary students, among which 60% received full level of assistance.

The Government reviews the various student financial assistance schemes and implements improvement measures from time to time, including adjusting the subsidy amounts, expanding the coverages of the subsidy schemes and simplifying the application procedures, etc. To further support families with financial needs, the Government is planning to uplift the fee remission ceiling under the Kindergarten and Child Care Centre Fee Remission Scheme from the 75th percentile to the 100th percentile of the school fees of kindergartens (KGs) joining the kindergarten education scheme starting from the 2022/23 school year, so that parents receiving full level of fee remission do not need to pay any difference in school fees. Regarding the application procedures, the Government has enhanced the application of information technology by launching a brand new "Electronic Household Application Form for Student Financial Assistance Schemes" and enhancing the online platform in the 2021/22 school year to facilitate applicants to submit applications and upload supporting documents online. After implementation of the improvement measures, the usage of online service for making applications under the financial assistance schemes for pre-primary (child care centres and KGs), primary and secondary levels has increased from about 1% in the last school year to about 40% in the current school year. The Government will continue to strengthen publicity and enhance the platform functions to encourage online submission of applications and supporting documents. The Government will also minimise the need for submission of supporting documents to facilitate more convenient and faster application.

In the 2019/20 to 2021/22 school years, the number of pre-primary (child care centres and KGs), primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and their respective percentage shares in the total number of students by district are at Annex 1 and Annex 2 respectively. The number of families involved and the amount of assistance disbursed are at Annex 3.

In addition, to support grass-roots students' e-learning, the Education Bureau (EDB) has 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 through the Community Care Fund. This is to relieve the financial burden on students from low-income families owing to the development of the "Bring Your Own Device" policy in schools, and to provide support for their e-learning at home amidst the epidemic. During the 3-year implementation period, a total of 176 000 students have benefitted from the programme, involving a subsidy amount of around \$670 million. To

further support schools in implementing the blended mode of learning and teaching under the “new normal”, the Quality Education Fund (QEF) has launched a 3-year programme, namely “the Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support”, starting from the 2021/22 school year for public sector primary and secondary schools (including special schools) and Direct Subsidy Scheme schools to apply for funding with simplified procedures to purchase mobile computer devices for loan to needy students. The maximum amount of subsidy for each student is \$4,700. For students who are unable to acquire appropriate Internet services due to the constraints in their living environment, schools will provide them with portable WiFi routers and mobile data cards, and the maximum amount of additional funding for each student is \$1,700. Apart from students receiving subsidies under the CSSA or school textbook assistance, the beneficiaries also include students with genuine financial needs as identified by schools according to their school-based criteria. The QEF has set aside \$1.5 billion for the 3-year programme and about 310 000 students are expected to benefit from it.

As for the subsidies for KG students to purchase computer devices, schools should refer to the recommendations from the Department of Health regarding young KG students that children aged from 2 to 6 should avoid prolonged use of electronic screen products to keep their eyes healthy. In principle, e-learning in the form of real-time online teaching is not suitable for KGs. KGs should adopt other modes (such as DIY handicraft or reading) for children to learn at home.

Regarding the paying of examination fees for candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination, the Financial Secretary proposed in the Budgets for the past 5 years to pay the examination fees for school candidates sitting for the HKDSE Examination from 2019 to 2023. The HKDSE examination fees have all along been charged according to the user-pay principle. While users bear a portion of the costs, the Government has put in place an assistance mechanism to support needy candidates. As regularising the measure of paying HKDSE examination fees involves policy change and complicated considerations, the EDB has no intention to change the policy at this stage.

In addition to the above measures, the EDB also provides a wide range of support services and measures for students with financial needs. These include provision of free lunch to full-time primary students in receipt of full grant under the STAS, implementation of the “School-based After-school Learning and Support Programmes” for primary and secondary students with financial needs with a view to supporting them to participate in after-school activities, provision of the “Student Activities Support Grant” to support primary and secondary students with financial needs to participate in life-wide learning activities, and provision of the “Learning Support Grant” to support primary and secondary students with special educational needs and to cater for their diverse learning needs. Furthermore, starting from the 2019/20 school year, the Government has provided an annual student grant of \$2,500 for each secondary day-school, primary school and KG student to alleviate parents’ financial burden in defraying education expenses.

**Number of pre-primary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant<sup>1</sup>  
and respective percentage shares in the total number of students by district in the 2019/20 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2019)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>2</sup>
Central & Western	263	5.2%	228	4.5%	52	N.A.
Wan Chai	138	4.1%	115	3.5%	43	N.A.
Eastern	900	9.6%	685	7.3%	280	N.A.
Southern	438	13.9%	389	12.4%	147	N.A.
Sham Shui Po	1 701	17.4%	1 032	10.5%	776	N.A.
Yau Tsim Mong	829	15.0%	462	8.3%	413	N.A.
Kowloon City	1 072	8.2%	820	6.3%	479	N.A.
Wong Tai Sin	1 468	21.3%	979	14.2%	490	N.A.
Kwun Tong	2 790	21.1%	1 757	13.3%	882	N.A.
Tsuen Wan	758	10.8%	536	7.6%	270	N.A.
Tuen Mun	1 748	14.5%	1 468	12.2%	532	N.A.
Yuen Long	2 327	14.3%	1 877	11.5%	963	N.A.
North District	1 817	20.2%	978	10.8%	513	N.A.
Tai Po	736	12.8%	646	11.2%	272	N.A.
Sha Tin	1 576	12.2%	1 335	10.3%	497	N.A.
Sai Kung	856	10.7%	708	8.9%	147	N.A.
Islands	611	17.0%	448	12.4%	227	N.A.
Kwai Tsing	1 946	19.6%	1 360	13.7%	585	N.A.
Total	21 974	14.3%	15 823	10.3%	7 568	N.A.

N.A. – Not applicable

- There are full grant, 3/4 grant and half grant under the student financial assistance schemes for pre-primary (i.e. child care centres and kindergartens) students. As such, the above figures do not represent the total number of students receiving financial assistance in the school year.
- As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

**Number of pre-primary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant<sup>1</sup>  
and respective percentage shares in the total number of students by district in the 2020/21 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2020)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>2</sup>
Central & Western	286	5.8%	213	4.3%	66	N.A.
Wan Chai	161	5.3%	147	4.8%	49	N.A.
Eastern	937	10.8%	703	8.1%	276	N.A.
Southern	428	15.0%	386	13.5%	129	N.A.
Sham Shui Po	1 837	18.9%	1 070	11.0%	804	N.A.
Yau Tsim Mong	804	16.5%	448	9.2%	473	N.A.
Kowloon City	1 125	8.9%	810	6.4%	491	N.A.
Wong Tai Sin	1 504	23.6%	911	14.3%	487	N.A.
Kwun Tong	2 780	22.3%	1 733	13.9%	894	N.A.
Tsuen Wan	767	11.8%	537	8.2%	279	N.A.
Tuen Mun	1 639	14.2%	1 466	12.7%	553	N.A.
Yuen Long	2 445	15.4%	1 875	11.8%	1 030	N.A.
North District	1 726	20.7%	960	11.5%	581	N.A.
Tai Po	788	14.1%	641	11.5%	290	N.A.
Sha Tin	1 636	13.4%	1 315	10.8%	516	N.A.
Sai Kung	827	11.1%	720	9.7%	144	N.A.
Islands	630	18.4%	465	13.6%	232	N.A.
Kwai Tsing	1 939	20.8%	1 309	14.1%	624	N.A.
Total	22 259	15.3%	15 709	10.8%	7 918	N.A.

N.A. – Not applicable

- There are full grant, 3/4 grant and half grant under the student financial assistance schemes for pre-primary (i.e. child care centres and kindergartens) students. As such, the above figures do not represent the total number of students receiving financial assistance in the school year.
- As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.

**Number of pre-primary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant<sup>1</sup>  
and respective percentage shares in the total number of students by district in the 2021/22 school year**

District	Full grant (as at 31 January 2022)		Half grant (as at 31 January 2022)		CSSA [as at the end of December 2021 (preliminary figures)]	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>2</sup>
Central & Western	254	5.3%	170	3.6%	66	N.A.
Wan Chai	134	3.8%	111	3.2%	61	N.A.
Eastern	876	11.0%	568	7.1%	256	N.A.
Southern	402	14.5%	329	11.8%	116	N.A.
Sham Shui Po	1 775	19.1%	889	9.6%	754	N.A.
Yau Tsim Mong	742	15.6%	363	7.7%	452	N.A.
Kowloon City	1 014	8.6%	611	5.2%	460	N.A.
Wong Tai Sin	1 350	22.4%	761	12.7%	461	N.A.
Kwun Tong	2 552	21.8%	1 478	12.7%	845	N.A.
Tsuen Wan	712	11.3%	450	7.2%	295	N.A.
Tuen Mun	1 477	13.5%	1 222	11.2%	487	N.A.
Yuen Long	2 171	14.2%	1 615	10.6%	1 024	N.A.
North District	1 437	18.6%	781	10.1%	552	N.A.
Tai Po	678	12.7%	566	10.6%	284	N.A.
Sha Tin	1 534	13.2%	1 121	9.6%	503	N.A.
Sai Kung	754	10.2%	607	8.3%	127	N.A.
Islands	592	17.6%	378	11.2%	212	N.A.
Kwai Tsing	1 714	19.6%	1 131	12.9%	581	N.A.
Total	20 168	14.5%	13 151	9.4%	7 536	N.A.

N.A. – Not applicable

1 There are full grant, 3/4 grant and half grant under the student financial assistance schemes for pre-primary (i.e. child care centres and kindergartens) students. As such, the above figures do not represent the total number of students receiving financial assistance in the school year.

2 As the CSSA data is as at end-December of each year while the student population is based on each school year, the corresponding percentage share cannot be worked out.



**Number of primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2019/20 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2019)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>1</sup>
Central & Western	1 413	7.1%	1 332	6.7%	290	N.A.
Wan Chai	1 053	4.5%	905	3.9%	130	N.A.
Eastern	5 406	14.4%	4 287	11.4%	1 865	N.A.
Southern	2 395	15.0%	2 224	13.9%	922	N.A.
Sham Shui Po	7 854	19.4%	5 060	12.5%	4 625	N.A.
Yau Tsim Mong	3 941	13.7%	2 771	9.6%	1 280	N.A.
Kowloon City	6 923	12.0%	5 099	8.8%	2 603	N.A.
Wong Tai Sin	7 226	22.2%	4 946	15.2%	3 465	N.A.
Kwun Tong	12 490	24.3%	9 012	17.5%	7 368	N.A.
Tsuen Wan	4 064	17.7%	3 066	13.3%	1 296	N.A.
Tuen Mun	9 935	21.8%	6 406	14.1%	3 247	N.A.
Yuen Long	13 661	22.3%	8 159	13.3%	6 030	N.A.
North District	11 645	32.8%	4 021	11.3%	2 851	N.A.
Tai Po	6 532	23.1%	3 392	12.0%	1 536	N.A.
Sha Tin	9 365	15.5%	7 506	12.4%	4 026	N.A.
Sai Kung	4 643	13.8%	4 064	12.1%	1 310	N.A.
Islands	2 674	22.2%	1 996	16.6%	1 786	N.A.
Kwai Tsing	9 552	24.0%	6 760	17.0%	4 451	N.A.
Total	120 772	18.7%	81 006	12.5%	49 081	N.A.

N.A. – Not applicable

<sup>1</sup> As the CSSA data is as at end-December of each year while student population is based on each school year, the corresponding percentage share cannot be worked out.

**Number of primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2020/21 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2020)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>1</sup>
Central & Western	1 241	6.3%	1 117	5.7%	308	N.A.
Wan Chai	1 092	4.8%	917	4.1%	171	N.A.
Eastern	6 062	16.5%	4 477	12.2%	1 904	N.A.
Southern	2 379	15.0%	2 011	12.7%	907	N.A.
Sham Shui Po	8 379	20.8%	5 114	12.7%	4 934	N.A.
Yau Tsim Mong	4 164	14.7%	2 607	9.2%	1 507	N.A.
Kowloon City	8 384	14.9%	5 864	10.4%	2 760	N.A.
Wong Tai Sin	5 969	18.6%	4 038	12.6%	3 581	N.A.
Kwun Tong	13 130	25.9%	9 096	17.9%	7 435	N.A.
Tsuen Wan	4 201	18.6%	2 910	12.9%	1 363	N.A.
Tuen Mun	9 941	22.1%	6 775	15.0%	3 390	N.A.
Yuen Long	13 638	22.7%	8 296	13.8%	6 137	N.A.
North District	11 701	33.5%	3 952	11.3%	3 013	N.A.
Tai Po	6 400	22.9%	3 426	12.3%	1 656	N.A.
Sha Tin	9 999	16.5%	7 652	12.6%	4 374	N.A.
Sai Kung	4 864	14.4%	4 037	12.0%	1 287	N.A.
Islands	2 883	23.9%	2 026	16.8%	1 847	N.A.
Kwai Tsing	10 086	25.5%	6 953	17.6%	4 529	N.A.
Total	124 513	19.5%	81 268	12.7%	51 103	N.A.

N.A. – Not applicable

<sup>1</sup> As the CSSA data is as at end-December of each year while student population is based on each school year, the corresponding percentage share cannot be worked out.

**Number of primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2021/22 school year**

District	Full grant (as at 31 January 2022)		Half grant (as at 31 January 2022)		CSSA [as at the end of December 2021 (preliminary figures)]	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>1</sup>
Central & Western	1 175	6.4%	1 058	5.8%	302	N.A.
Wan Chai	1 188	5.6%	972	4.5%	165	N.A.
Eastern	5 514	15.5%	4 237	11.9%	1 825	N.A.
Southern	2 275	14.7%	1 871	12.1%	860	N.A.
Sham Shui Po	8 224	20.9%	5 034	12.8%	4 821	N.A.
Yau Tsim Mong	4 200	15.3%	2 490	9.1%	1 453	N.A.
Kowloon City	8 292	15.3%	5 695	10.5%	2 584	N.A.
Wong Tai Sin	5 652	18.3%	3 625	11.7%	3 500	N.A.
Kwun Tong	12 878	26.0%	8 495	17.1%	6 949	N.A.
Tsuen Wan	4 024	18.4%	2 771	12.7%	1 344	N.A.
Tuen Mun	9 383	21.4%	6 535	14.9%	3 145	N.A.
Yuen Long	13 171	22.4%	7 886	13.4%	5 710	N.A.
North District	10 823	31.7%	3 806	11.2%	2 954	N.A.
Tai Po	5 998	22.2%	3 274	12.1%	1 529	N.A.
Sha Tin	10 083	16.9%	7 475	12.5%	4 261	N.A.
Sai Kung	4 795	14.6%	3 740	11.4%	1 185	N.A.
Islands	2 969	25.2%	1 868	15.8%	1 703	N.A.
Kwai Tsing	9 747	25.1%	6 602	17.0%	4 248	N.A.
Total	120 391	19.4%	77 434	12.5%	48 538	N.A.

N.A. – Not applicable

<sup>1</sup> As the CSSA data is as at end-December of each year while student population is based on each school year, the corresponding percentage share cannot be worked out.

**Number of families in receipt of financial assistance for pre-primary, primary and secondary students  
and total amount of subsidies disbursed in the 2019/20 to 2021/22 school years**

School year	Number of families in receipt of financial assistance for pre-primary, primary and secondary students <sup>1</sup>	Total amount of subsidies disbursed <sup>1</sup> (\$ billion)
2019/20	173 039	1.8119
2020/21	175 177	1.9056
2021/22 (as at 31 January 2022)	165 961	1.7049

1 The figures represent the student financial assistance disbursed by the Student Finance Office of the Working Family and Student Financial Assistance Agency. Regarding the CSSA, the Social Welfare Department does not maintain any information on the number of families with pre-primary, primary and secondary students in receipt of the CSSA and the total amount of CSSA disbursed to these families.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB061**

**(Question Serial No. 0123)**

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:

The student financial assistance schemes under the Working Family and Student Financial Assistance Agency include (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. Amidst the severe COVID-19 epidemic situation, the unemployment rate of local university and post-secondary graduates has hit a record high. According to a survey conducted by the University Grants Committee in 2020, the unemployment rate of fresh graduates of the 8 universities was 2.9%, the highest in 11 years, with average salary fell notably by 7.4%. Moreover, the employment market has been hard hit by the lingering local epidemic over the past two years, resulting in downward pay adjustments. In this connection,

- (a) will the Government extend the interest-free deferral of student loan repayment arrangement? If yes, what are the details; if not, what are the reasons?
- (b) if individual students cannot repay their loans on the ground of financial hardship, what measures will be taken to help them tide over the difficulties?

Asked by: Hon HO Chun-yin, Steven (LegCo internal reference no.: 10)

Reply:

- (a) To ease the cash flow burden of student loan repayers amidst the epidemic, the Government introduced under the Anti-epidemic Fund (AEF) 2.0 a relief measure of interest-free deferral of loan repayment from 1 April 2020 to 31 March 2022 (suspension period) for all student loan repayers who have commenced their loan repayments (except those defaulters against whom legal recovery actions have been taken) and those new loan repayers who would commence their loan repayments during the suspension period. The loan repayment period would also be extended correspondingly. As the epidemic persists, the Government proposed an extension of the above arrangement of interest-free deferral of loan repayment for 2 years under AEF 6.0, which was approved by the Finance Committee of the Legislative Council on 15 February 2022. The implementation parameters and eligibility criteria of the extension arrangement follow those of the deferral arrangement under AEF 2.0, including the same provision of interest-free deferral of loan repayment during the extended suspension period for post-secondary students graduating during the period concerned. They do not need to repay the loan principal and interest from 1 April 2022 to 31 March 2024. No interest will be accrued during the period concerned and the loan repayment period will also be extended correspondingly. Besides, the annual administrative fee of \$180 chargeable on each non-means-tested loan repayment account will be waived during the extended suspension period.
- (b) To alleviate the repayment burden of student loan borrowers, the Government has implemented a number of improvement measures in respect of loan schemes for post-secondary students. These improvement measures include lowering the interest rate of the means-tested loan schemes from 2.5% to 1% per annum, and reducing the risk-adjusted-factor rate for determining the interest rate of the non-means-tested loan schemes from 1.5% to zero. The prevailing interest rate of the non-means-tested loan schemes is 1.27% per annum. The standard loan repayment periods of the means-tested loan schemes and non-means-tested loan schemes have been extended to 15 years, and the loan repayment arrangement has also been revised from quarterly installments to monthly installments.

To ease the financial burden of newly-graduated student loan borrowers and allow them more time to secure a stable job, they can choose to commence loan repayment one year after completion of their studies. Besides, loan borrowers who have difficulties in repaying their loans on grounds of financial hardship, serious illnesses or further full-time studies may apply for a maximum two-year interest-free deferment of loan repayment, hence extending the repayment period to 17 years in total. In addition, to ease the potential cash flow concerns of student loan repayers amidst the epidemic, the Government has allowed interest-free deferral of loan repayment for a maximum of four years since 1 April 2020. Eligible student loan repayers do not need to repay the loan principal and interest during the entire suspension period, and their loan repayment periods will also be extended correspondingly (i.e. the entire loan repayment period can be up to 21 years).

- End -

**CONTROLLING OFFICER'S REPLY****EDB062****(Question Serial No. 0735)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Andrew TSANG)Director of Bureau: Secretary for EducationQuestion:

1. Please set out the respective numbers and percentages of students of recognised University Grants Committee-funded or publicly-funded programmes in receipt of financial assistance under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS), as well as the total amount of assistance involved in the past 10 years.
2. In view of the epidemic in the past two years, has the Government provided additional assistance to the successful applicants under the TSFS to help alleviate their pressures of life and study?

Asked by: Hon TANG Ka-piu (LegCo internal reference no.: 3)Reply:

1. The relevant information on the TSFS in the 2017/18 to 2021/22 academic years is set out in the table below:

Academic year	Number of successful student-applicants	Total amount of assistance disbursed <sup>@</sup> (\$M)	Percentage of successful applicants over the total number of eligible students
2017/18	21 724	1,077.53	21.5%
2018/19	19 519	969.65	19.5%
2019/20	17 994	910.87	18.0%
2020/21	17 579	899.25	17.9%
2021/22*	14 079	721.54	14.4%

<sup>@</sup> Starting from the 2021/22 academic year, hostel subsidy for eligible undergraduate students and additional academic expenses grants for students with special educational needs have been regularised and incorporated in the grants.

\* Figures as at 31 January 2022.

2. To ease the cash flow burden of student loan repayers amidst the epidemic, the Government introduced under the Anti-epidemic Fund (AEF) 2.0 a relief measure of interest-free deferral of loan repayment from 1 April 2020 to 31 March 2022 (suspension period) for all student loan repayers who have commenced their loan repayments (except those defaulters against whom legal recovery actions have been taken) and those new loan repayers who would commence their loan repayments during the suspension period. The loan repayment period would also be extended correspondingly. As the epidemic persists, the Government proposed an extension of the above arrangement of interest-free deferral of loan repayment for two years under AEF 6.0, which was approved by the Finance Committee of the Legislative Council on 15 February 2022. The implementation parameters and eligibility criteria of the extension arrangement follow those of the deferral arrangement under AEF 2.0, including the same provision of interest-free deferral of loan repayment during the extended suspension period for post-secondary students graduating during the period concerned. They do not need to repay the loan principal and interest from 1 April 2022 to 31 March 2024. No interest will be accrued during the period concerned and the loan repayment period will also be extended correspondingly.

- End -



**CONTROLLING OFFICER'S REPLY****EDB063****(Question Serial No. 0242)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Regarding the University Grants Committee Secretariat's cost of administration as percentage of recurrent and capital grants administered, what are the reasons for its substantial increase by over 40%, from 0.7% in the past 2 years to 1% in 2022-23? Please specify the relevant items and their respective estimated expenditures.

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 9)Reply:

The University Grants Committee Secretariat (the Secretariat)'s administration costs include personal emoluments, personnel related expenses, departmental expenses and other charges (such as honoraria for members and meeting expenses). The estimates of our administration costs as percentage of recurrent and capital grants administered in the past 3 financial years (i.e. from 2019-20 to 2021-22) were 0.9%, 1.2% and 1.0% respectively. The figures are close to the estimate of 2022-23 (i.e. 1.0%) and remain on a stable level. Details are as below:

Financial year	Cost of administration as percentage of recurrent and capital grants administered	
	Estimate	Actual
2019-20	0.9%	0.7%
2020-21	1.2%	0.7%
2021-22	1.0%	0.7% (revised estimate)
2022-23	1.0%	N.A.

The actual percentages were lower than the original estimates in the past two financial years mainly due to the implementation of special work arrangements as needed during the COVID-19 pandemic by the Secretariat, as a government department, with most meetings switched to online mode or cancelled, resulting in reduction in our operational and meeting expenses. Apart from that, there were times when some of the civil service vacancies

could not be filled as planned, resulting in actual expenditures on salaries and allowances lower than the original estimates. Take the 2020-21 financial year (i.e. the most recent financial year with finalised accounts) as an example, the actual expenditures of the above two items were lower than the original estimates by about \$93 million and \$16 million respectively. As the pandemic continues, it is inevitable for the actual percentages to deviate from the estimated percentage to a certain extent. Nevertheless, after the close of government account at year end, any unused provisions will remain in the general revenue account.

In response to the latest situation of the 5<sup>th</sup> wave of the pandemic, the Secretariat as a government department has continued to implement special work arrangements as needed on one hand and actively deployed manpower to support anti-epidemic work on another. As such, the daily operation and staff recruitment of the Secretariat would be subject to appropriate adjustments though it is too early to assess the situation. As in the past, we will continue to monitor our administration costs to ensure the proper use of public funds.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB064**

**(Question Serial No. 0731)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government mentioned in Matters Requiring Special Attention in 2022-23 that it will “conclude the renewal of the University Accountability Agreements (UAAs) with the University Grants Committee-funded universities, which will further promote institutional governance with the publication of an updated set of performance indicators on annual basis”. In this connection, would the Government inform this Committee of the following:

- (1) the 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 in the past 3 years;
- (2) regarding the promotion of national education by the funded universities, the percentage share of the expenditures involved out of the total amount of the recurrent grants, the percentage share of manpower involved in taking forward the relevant work by the tertiary institutions, and whether dedicated teaching staff are tasked with the relevant work in the past 3 years;
- (3) whether the Government has assessed and measured the performance of the funded universities in promoting national education, if yes, the details; if not, the reasons for that;
- (4) the current progress of work regarding the renewal of the UAAs as one of the performance targets for the coming year mentioned by the Government;
- (5) whether the Government will include a performance indicator for national education in the original 5 domains of the sector-wide performance measures contained in the UAAs in the next 3 years, with a view to enabling the public to better understand and assess the progress of implementing the relevant work, if so, the details; if not, the reasons for that; and

- (6) if the Government does not wish to include a performance indicator for national education as one of the sector-wide performance measures in the UAAs on the ground of autonomy of tertiary institutions, whether the Government will encourage the funded universities to include the performance indicator as one of the institution-specific key performance indicators, if so, the details; if not, the reasons for that.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 4)

Reply:

(1) to (3)

The University Grants Committee (UGC)-funded universities have the duty to nurture our young generations into citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective, also to 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 (National Security Law), with a view to raising students and staff members' awareness of national security and of the obligation to abide by the law.

In respecting universities' autonomy in curriculum design, we encourage the universities 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 areas, 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. To this end, universities have been organising or planning relevant courses and activities of various modes, such as courses that carry credits or form part of the graduation requirements, thematic seminars, conferences, workshops, Mainland exchange and internship programmes, etc. The format and content of the learning activities are diversified and cover different topics of national education and national security education, including Chinese classics and culture, the constitutional order and laws of our country and Hong Kong, as well as the development of our country in various areas such as innovative technology, economy and culture, etc. Under the existing mechanism, the recurrent funding provided by the UGC to the funded universities is in the form of a block grant. The universities may flexibly make good use of the resources to take forward the promotion of education and research on such topics as the Basic Law, "one country, two systems" and national security.

(4) to (6)

The University Accountability Agreement (UAA) sets out the overall development strategy of the UGC and the UGC-funded universities, as well as the fundamental principles on the use of UGC funding. In response to public concerns in recent years, the UGC has adopted the Government's strategic direction concerning the education on the Constitution, the Basic Law and the National Security Law as one of the assessment criteria in the Planning Exercise for the 2022/23-2024/25 triennium completed recently. At the same time, the UGC will, in renewing the UAA for the 2022/23-2024/25 triennium, add a new provision stressing that to nurture graduates into the future pillars of society, it is pivotal that a strong sense of civic duty can be instilled into them through values education at university level,

and education on the Constitution, the Basic Law and the National Security Law should also form part and parcel of university education to nurture the students as law-abiding responsible citizens. One of the major purposes of the sector-wide Performance Measures and the institution-specific Key Performance Indicators under the UAA is to provide objective performance indicators on individual activity domains of each university, which are more suitable for adoption as quantifiable overall performance indicators.

The universities are aware of the above new assessment criteria, which have been incorporated into their work relating to the Planning Exercise for the 2022/23-2024/25 triennium. In the course of implementation, the universities will strengthen education on the Constitution and the Basic Law to actively enhance their students' law-abiding awareness and sense of civic duty.

As a government department under the Education Bureau (EDB), the UGC Secretariat will continue to actively play its bridging role with the UGC-funded universities, fully support and facilitate the EDB's close communication with the UGC-funded universities, and to reflect societal expectations to the universities through suitable means, thereby driving the universities to fulfil their social responsibilities.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB065**

**(Question Serial No. 0586)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) and the universities are working together on the renewal of the University Accountability Agreements for the 2022-25 triennium with an updated set of performance indicators. During the riots in 2019, the campuses of a number of institutions were occupied and damaged by students. To prevent similar incidents from happening again, what performance indicators will the Government update to ensure that better civic education, moral education, national education and national security education are provided to students by the UGC-funded institutions?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 5)

Reply:

The University Accountability Agreement (UAA) sets out the overall development strategy of the UGC and the UGC-funded universities, as well as the fundamental principles on the use of UGC funding. In response to public concerns in recent years, the UGC has adopted the Government's strategic direction concerning the education on the Constitution, the Basic Law and the National Security Law as one of the assessment criteria in the Planning Exercise for the 2022/23-2024/25 triennium completed recently. At the same time, the UGC will, in renewing the UAA for the 2022/23-2024/25 triennium, add a new provision stressing that to nurture graduates into the future pillars of society, it is pivotal that a strong sense of civic duty can be instilled into them through values education at university level, and education on the Constitution, the Basic Law and the National Security Law should also form part and parcel of university education to nurture the students as law-abiding responsible citizens. One of the major purposes of the sector-wide Performance Measures and the institution-specific Key Performance Indicators under the UAA is to provide objective performance indicators on individual activity domains of each university, which are more suitable for adoption as quantifiable overall performance indicators.

The universities are aware of the above new assessment criteria, which have been incorporated into their work relating to the Planning Exercise for the 2022/23-2024/25

triennium. In the course of implementation, the universities will strengthen education on the Constitution and the Basic Law to actively enhance their students' law-abiding awareness and sense of civic duty.

As a government department under the Education Bureau (EDB), the UGC Secretariat will continue to actively play its bridging role with the UGC-funded universities, fully support and facilitate the EDB's close communication with the UGC-funded universities, and to reflect societal expectations to the universities through suitable means, thereby driving the universities to fulfil their social responsibilities.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB066**

**(Question Serial No. 0755)**

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:

With the increase in the estimate for the University Grants Committee (UGC) in this year's Budget, how to ensure that the UGC will adhere to the principle of integrating into the national development and the Government's strategies for the development of innovation and technology in the allocation and use of funding? What are the guidelines of the Government?

Asked by: Hon SUN Dong (LegCo internal reference no.: 4)

Reply:

The estimates of the University Grants Committee (UGC) (Head 190) for the financial year 2022-23 are \$22,586 million, which represent a slight increase of 1.3% over the revised estimates for financial year 2021-22 and a decrease of 2.0% over the original estimates for financial year 2021-22.

The Government typically allocates recurrent grants to the eight UGC-funded universities on a triennial basis. In this connection, the UGC had submitted the recommendations to the Government for the 2022/23 to 2024/25 triennium (the 2022-25 triennium). Subsequently in January 2022, the Chief Executive in Council (CE-in-C) had also approved the allocation of student places and recurrent grants among the UGC-funded universities in the 2022-25 triennium.

In the planning process, the UGC proactively guided the universities to take into account societal development trends and the Government's Strategic Directions when drawing up their Planning Exercise Proposals (PEPs) so as to better utilise public funding. Specifically, the PEPs of the eight UGC-funded universities have positively responded to the following four Strategic Directions from the Government –

- (1) Universities should think boldly and strategically in mapping out, the strategies in a longer planning cycle, taking into account the opportunities presented by the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) Development;



- (2) The opportunity should be taken for the universities to consider some form of consolidation of certain programmes at institution level to enhance synergy and efficient use of resources;
- (3) As graduates are the future pillars of our society, it is pivotal that a strong sense of civic duty could be instilled into them through value education at university level. The education on the Constitution, the Basic Law and the National Security Law should also form part and parcel of students' university studies to nurture them as law-abiding responsible citizens; and
- (4) The basic research capability among the UGC-funded universities is a forte that should be maintained and further strengthened. At the same time, the knowledge transfer from basic to applied research with the creation of social impact should also be encouraged.

On such basis, the above four Strategic Directions were included in UGC's assessment criteria for the Planning Exercise. Taking (1) as an example, the PEPs of the universities had expounded on their development plans in the GBA, including both existing and upcoming collaboration with tertiary institutions in the Mainland as well as their plans as education providers in the Mainland, with highlights on their contributions to higher education and research in the GBA as well as the synergy between their Mainland and Hong Kong campuses. The universities' visions and planning in taking forward the four Strategic Directions presented in their PEPs were thoroughly reviewed by the UGC and were adopted as one of the important criteria for devising the recommended allocation of student places and recurrent grants.

Through the National 14<sup>th</sup> Five-Year Plan, the Central Government supports Hong Kong's development into an international innovation and technology (I&T) hub for better integration into national development. Nurturing I&T talents has all along been the strategic development focus of our universities. In recent years, universities have been proactively stepping up STEM education through various means, such as offering more relevant programmes with increased number of student places. In the Planning Exercise for the 2022-25 triennium, the universities have actively responded to societal trends by proposing to introduce more than 10 STEM-related undergraduate programmes. They also plan to offer innovative transdisciplinary programmes in which programmes from other disciplines are blended with STEM elements to nurture STEM talents possessing transdisciplinary knowledge, such as FinTech, ArtTech, Education Technology and Digital Culture and Humanities. The Hong Kong Polytechnic University also plans to offer "Artificial Intelligence" and "Data Analytics" as cross-sectoral disciplines to be embedded into its undergraduate programmes. Upon gradual implementation of the above, the total number of STEM-related first-year-first-degree intake places will further increase from currently around 5 100 to more than 5 300 in the 2022-25 triennium, thereby nurturing more STEM talents in Hong Kong.

In addition, the UGC has introduced the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) on a pilot basis for five cohorts since the 2020/21 academic year. A total of 500 fellowship places were provided for the first cohort and 1 000 for each cohort thereafter to offer fellowships to local students pursuing eligible taught postgraduate

programmes in the eight UGC-funded universities. The main objectives of the TPgFS are 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 establish more innovative and multi-disciplinary programmes that are beneficial to the society. Many of these programmes are STEM-related, such as Engineering, FinTech and Data Science. In view of the encouraging response to the first two cohorts of the TPgFS, the UGC will continue to work closely with the universities for the third to fifth cohorts of TPgFS, and will put forward recommendations on the way forward in due course.

The UGC-funded universities will continue to leverage their unique strengths in nurturing talents for the society and achieving excellence, thereby enabling Hong Kong to seize the new opportunities. Meanwhile, the UGC will explore ways to utilise the funding more strategically to help our university students explore opportunities in GBA. The UGC will also continue to play the key role in advising the universities on pro-actively responding to the Government's policy directives.

Research matters are under the Research Grants Council (RGC), a semi-autonomous advisory body operating under the aegis of UGC responsible for administering various competitive research funding schemes which are open for research proposals of all disciplines and topics from universities. RGC assesses research proposals based on their academic merits and allocates funding on a competitive basis. The resources of RGC's research funding schemes mainly come from the investment income of the Research Endowment Fund. Of the approved funding for the competitive research funding schemes of RGC in the 2021/22 academic year, the funding for projects of I&T-related disciplines amounted to \$1.312 billion, accounting for 78.4% of the overall funding of \$1.674 billion.

RGC is dedicated to the promotion of research collaboration between UGC-funded universities and Mainland academic institutions. In the 1999/2000 academic year, RGC and the National Natural Science Foundation of China (NSFC) launched the NSFC/RGC Joint Research Scheme to promote collaboration between researchers/research teams in Hong Kong and the Mainland in areas of common interest. To further enhance the research output and impact of both Hong Kong and the Mainland, NSFC and RGC will introduce the new NSFC/RGC Collaborative Research Scheme starting from the 2022/23 academic year which will provide funding to cross-disciplinary and cross-institutional joint research projects. RGC has earmarked \$83.5 million for funding the two research schemes in collaboration with NSFC in the 2022/23 academic year.

Under the collaborative research schemes of RGC, applicants from the UGC-funded universities are welcome to invite researchers from Mainland universities or institutions to join the research project teams as Co-Principal Investigators or Collaborators, or submit applications in partnerships with Mainland universities or institutions. To further promote Hong Kong's I&T development and speed up Hong Kong's integration into the development of our nation, RGC has planned to include new themes/grand challenge topics in the Theme-based Research Scheme<sup>Note</sup> to support local researchers to carry out on frontier research identified by the 14th Five-Year Plan, such as artificial intelligence, quantum information and integrated circuits. In the 2022/23 academic year, the estimated expenditure of the various collaborative research schemes is around \$965 million.

Note The Theme-based Research Scheme was introduced in the 2011/12 academic year. Its objective is to focus academic research efforts of the UGC-funded universities on themes of strategic importance to the long-term development of Hong Kong. There are currently four research themes and a number of grand challenge topics under the themes in the scheme. The current four research themes are (1) Promoting good health; (2) Developing a sustainable environment; (3) Enhancing Hong Kong's strategic position as a regional and international business centre; and (4) Advancing emerging research and innovations important to Hong Kong.

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